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ABSTRACT

An overview of the achievements of black women in sports is presented in this collection of essays, biographical sketches, and philosophical investigations. The work is divided into five chapters, the first of which focuses on prejudice (racial and sexual), absence of black women as subjects in the research base, work/home/family pressures, black sports competency as "natural," and other myths and realities of the involvement of women in black sports. Chapter 2 presents biographical sketches of 17 outstanding black sportswomen, detailing athletic achievements, honors and awards, career and educational experiences, affiliations, and personal statements. Chapter 3 presents solutions to the issues of sport participation disparities between blacks and whites, the problem of prejudice, the need for consciousness raising among blacks, and the necessity for whites to be aware of and resolve their racial prejudice. Chapter 4 presents a cross-cultural study of Nigerian women in sport, an attempt to seek the African roots of black sportswomen. Chapter 5 presents two philosophically based arguments; the first, an examination of characteristics of master/slave relationships and the need to abolish such relationships. The second speculates about the positive and negative aspects of the future of black women in sports. (MJB)

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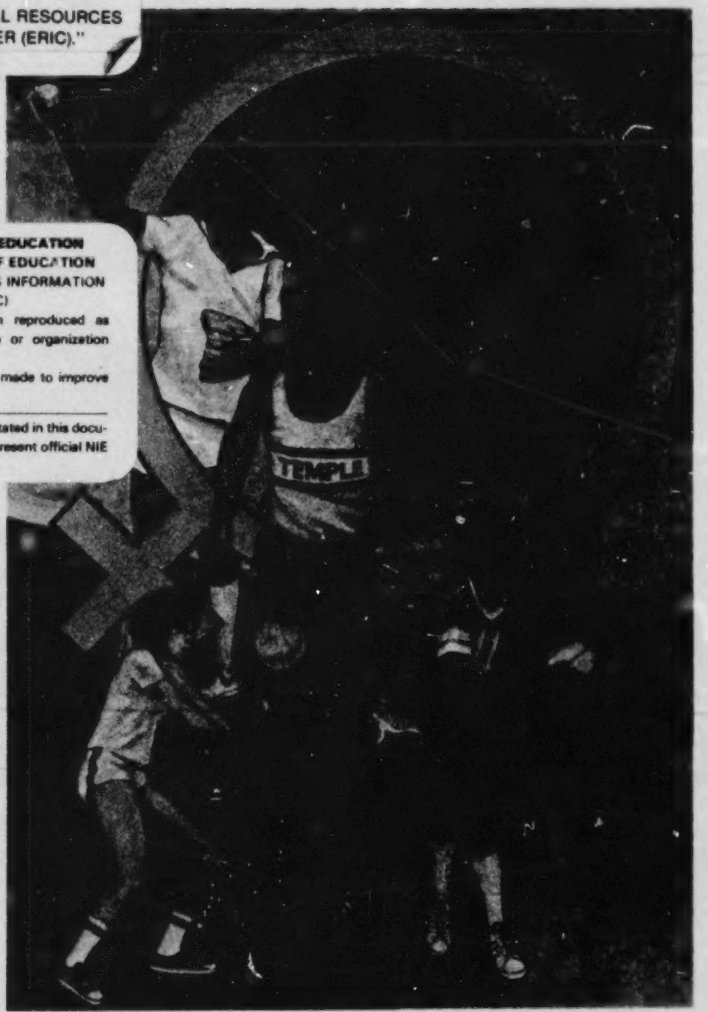

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FOREWORD

A book grows from many sources—from people, of course, but in many different ways. Some books are difficult to pull together; others are very pleasant, rewarding, and clear in purpose.

This is a book about athletic achievement, about Black women in sport who have dared to excel and inspire others to higher horizons. It differs from the more common journalistic presentation of sport topics and seeks to go beyond the superficial to reach the hearts and minds of those who believe that every aspect of our sport history should be properly recorded.

The focus of the writings reflects an academic, a professional, and a personal approach to the study of Black women in sport. Each chapter represents a unique perspective which the reader will find interesting, informative, and challenging.

Dr. Doris R. Corbett
NAGWS President

CHAPTER ONE

MYTHS AND REALITIES OF BLACK WOMEN IN SPORT

DR. CAROLE A. OGLESBY

Introduction

Many years ago James Baldwin wrote a book which spoke of the invisibility and alienation of black people in white-dominated American Society. The book was titled *Nobody knows my name* (4). This monograph, had Baldwin not hit upon the idea first, could very well be titled, *Nobody knows "her" name: the black American sportswoman*. With the possible exceptions of Wilma Rudolph and Althea Gibson, the great and near-great black female athletes have been fleetingly, if ever, in the consciousness of the sporting public. Nobody knows her: not publicists, nor researchers, nor entrepreneurs, nor published historians. Perhaps some of the lore of black female sport performance still exists locked in the oral traditions of a black community. Perhaps some of the feats are still recorded in the form of a dusty blue ribbon or a page from a black newspaper saved among family souvenirs. Generally, however, the black sportswoman is unknown and, of course, unheralded. This is a tragic loss for the American community, black and white, male and female, for many reasons. Not the least among these reasons is the fact that the black American sportswoman has performed a prodigious psychological achievement, the understanding of which could be beneficial to all. To become a fine athlete she had to develop an assessment of herself in the face of a society which devalued her, as both a female and a black.

In this monograph a partial chronicle of the achievement of black sportswomen is presented along with the identification of past and present barriers to greater success. We can all become much more aware of both the achievements and the barriers. The monograph also describes the black sportswoman's process of "overcoming". Such knowledge can be of benefit to black and white sportswomen who dream of surmounting barriers to their own role in the sport world.

This chapter is an overview of the research information which provides a context for understanding the black sportswoman. The information is provided in two segments. The first segment presents some of the distortions, inaccuracies, and the silences revealed in the social/psychological literature on black women in America. Basic to an understanding of oppressive group relationships is the idea that any subordinate group (black women) is taught "who it is" by the dominant social institutions (white-oriented education systems, physical education systems, media). The overview of literature presented in this monograph demonstrates the kind of stereotyping which forms the thinking of many teachers, coaches, officials, and sportswriters who work with young, black female potential athletes. The second segment of this chapter recounts research on how some black women have overcome the barriers they face in our society.

Milieu as Mirror: Cracked or Empty

Black women in the United States, perhaps more than any other group, have an intimate knowledge of and experience with prejudice. Jones has defined prejudice as

> "the prior negative judgement of the members of a race, religion, or sex, held in disregard of facts that contradict it. . . . It is an affective, categorical mode of thinking involving rigid prejudgements and misjudgements of human groups." (12, p. 171)

As has been pointed out before, black women deal with the double burden/challenge of prejudice concerning both sex and race. The black

sportswoman has attained her victories by overcoming barriers of a racial and sexual character which make mere sporting opponents truly *a piece of cake*.

The acknowledgement of the existence and the effects of racial and sexual prejudice underlies an understanding of the context of the black sportswoman. We need not dwell on these circumstances in hand-wringing, *ain't it awful* helplessness. The existence of generalized, negative, stereotypic beliefs about blacks and women, however, leads to identifiable consequences for the black sportswoman which we need to examine and attempt to change. Descriptions of the ways in which former and present black women, in sport and other fields, have dealt with their problems and challenges can enable other professionals in physical education and sport to speed positive change.

The socio-economic and psychological milieu of the United States has not been conducive to the development of the black sportswoman. That many have emerged in spite of this state of affairs is a great tribute to their human spirit and talent. We must *look at* the barriers in society to the development of the black sportswoman. More correctly, we must *look for* the barriers, assume their existence, and search. It is one of the insidious features of prejudice that its effects are, at times, virtually unnoticed because of their pervasive character. The black sportswoman has dealt successfully with the presumptions of inferiority concerning her racial and sexual identity inherent in racism and sexism. These presumptions have come to her in three basic forms: in the behavior of individual racist/sexist bigots; in interacting with the various social institutions which transmit the values of racism and sexism; in implicit cultural forms emphasizing ethnocentrism (white supremacy) and androcentrism (male supremacy) (12, p. 173). Jones identification of these three forms of racism carries within it an important implication. Once a particular form of prejudice be-

Courtesy of Temple University

comes institutionalized and absorbed, change is incompletely accomplished by reducing one's own discriminatory behavior. Unless one is taking explicit affirmative steps to deinstitutionalize prejudicial beliefs, oppressive processes and patterns are not being significantly interrupted. For example a physical education teacher may decide that (s)he will never again laugh at or tell a joke which is based on some kind of racial stereotype. This is a good step but it may not accomplish much in breaking up a peer norm in the faculty locker room where such jokes are acceptable humor. Too often, silence in such instances is not noticed or interpreted as agreement with and complicity in keeping the norm. Asking that the jokes not be told or leaving the room when the patter begins would be manifestations of attempts to break a sub-culture pattern.

Some used to proclaim that sport was a domain beyond prejudice and oppression wherein *all men competed equally* (the word sexism had not yet been coined) but more recently it has become clear that such is not the case (2). Let us first examine the silences, distortions, and inaccuracies with which the social milieu, including physical education and sport, have confronted the black sportswoman.

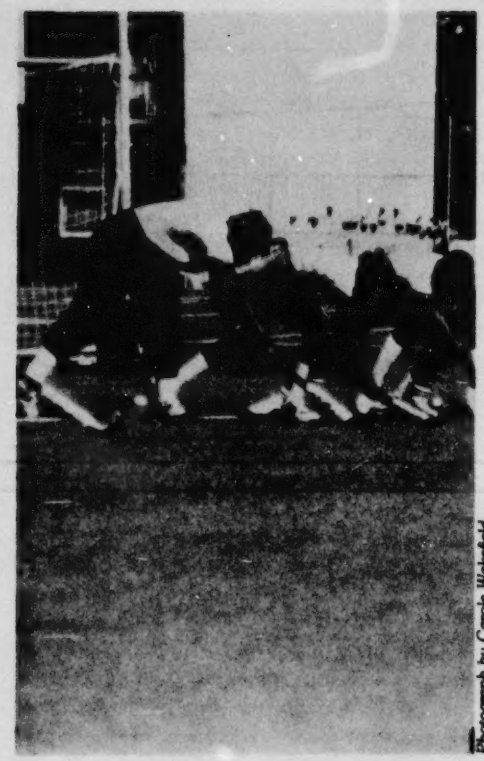
Absence from Research

The authors believe there are many manifestations of the premise that the psychosocial context of this country has not been conducive to the development of black sportswomen. One manifestation is that when the black female looked to society and physical education and sport systems to clarify and define herself, she found that her images were either distorted and inaccurate or absent. An example of the absent image, or silence, is in the area of published research concerning her. In 1977-78, a student at Temple University reviewed four rather large collections of research in sport studies for the purpose of identifying data on black sportswomen: abstracts of research presented at the 1976 AAHPER Convention; Vol. II of the Penn State Series on the Psychology of Sport and Motor Behavior; 7th Canadian Psychomotor Learning and Sport Psychology Symposium; International Congress of Physical Activity Sciences, Quebec, 1976. The final score stood: articles published-508; those with black male subjects-9; those with black female subjects-3. The results of these three studies are undoubtedly inherently interesting but rather like making a sighting of the mysterious Bigfoot or UFOs. They tell us little about black sportswomen; no patterns can be discerned, no consistencies sought, no predictions made. In actuality we cannot be certain there was one black female in these studies. Two identify the subjects as "inner city children" and racial ratios are not reported. In the third study, subjects are identified as 186 males and 88 females. Results report black and white male athlete comparisons and male-female comparisons. It is possible there were no black female athletes in the sample.

The situation regarding research on black female subjects has improved in the last four years. Alexander (1), Barclay[1] and Murphy (15) have concluded large scale studies on the inclusion and roles of black women within collegiate sport. Corbett[2] has completed an extensive study on the self-concept of black college-age females. This trend, towards presentation of findings and interpretations which take into account the special circumstances of black women, needs to be accelerated. The predominantly black colleges and universities with graduate programs have historically been resources for some of this type of data and affirmative efforts should be made to bring previously unpublished work from these sources into the mainstream of the literature of physical education and sport. Also it should be explicitly noted that research on black males and white females does *not* yield information which can be presumed accurate and meaningful for black females. Until questions are answered regarding the similarities of findings across male/female black samples and white/black female samples, descriptions and predictions regarding black females formed by extrapolations of research on *blacks* (undifferentiated by sex) and *females* (undifferentiated by race) are without adequate justification.

[1]Barclay, Vranda M. "Status of black women in sport at the Big Ten institutions." Unpublished thesis, University of Iowa, 1979.

[2]Corbett, Doris R. "The relationship between androgyny, self-concept and social status among minority female athletes and non-athletes." Unpublished dissertation, University of Maryland, 1981.



Photograph by Carole Wakefield

Double Burden of Work Inside and Outside the Home

Reference has already been made (and this will be re-emphasized in Chapter Three) to facts pertaining to the proportionately low involvement of black women in sport. It is yet another manifestation of the silence around black women that this state of affairs has not been described or explained. It has been thought normal or natural that, although sport is an activity of major dimensions in white-oriented society and in the black community, black women in great numbers have apparently not found direct involvement in it. A few researchers of late have begun to suggest many factors to explain this lack of participation as anything but "natural". An important factor, so self-evident as to bring to mind the absence of the emperor's clothes, is the burden of the black women's work both inside and outside the home. Hughley (11) pointed this out at the first *Black Women in Sport* workshop when he indicated that house chores, family-care taking, and family income supplementing jobs keep many black girls from honing play skills as do young black boys. Hughley also pointed out that professional sport opportunities have never justified time spent in sport involvement for black females as they have for black males.

When black females reach maturation, they are less likely to be in occupations which allow much time for leisure activities. Gurin and Epps (9) echo the sentiments of many scholars indicating that, far from enjoying favored status in the work world relative to black men, black women face the obstacles of both race and sex. Their research on students in predominantly black colleges indicated that black females' goals reflected lower levels on almost every measure of education and occupation aspiration. Although the desire to go to graduate school almost matched men, far fewer women intended to pursue professional degrees; the occupations chosen were prestigiously lower.

These lower aspirations appear, unfortunately, to be justified by observations of the economic status of black women in our society. Lewis (14) states that the main effects of the civil rights actions of the 1960s were beneficial to black men. She believes further that we find today, greatly widened disparities between black men and women both economically and politically. On most measures of financial status black women are in the poorest position, with black men and white women in slightly improved statuses and white men in the best positions.

The following chart illustrates some of Lewis' contentions.

Wage earning ratios	**Average disparity 1963**	**1970**	**1974**
Black men to black women	$1,739.00	$1,899.00	$2,334.00
White women to black women	1,407.00	1,000.00	650.00

Differences in earnings between black men and women have widened. The favored status of white women, relative to black women, is diminishing.

The involvement of black women in work, which greatly reduces their opportunity to be involved in sport, is also illustrated by the following facts (14):

- black women are significantly more often single and self-supporting than white women;
- black women more often work and are head of a household than are white women;
- black women with pre-school age children are significantly more likely to work outside the home than are white women.

A report of Walter Allen's work concludes this section, which attempts to end some of the silence surrounding the work demands which have posed obstacles to black females who wished to be involved in sport. Allen states that "findings of several studies indicate that black women consistently gravitate toward careers and positions within the female sector of the occupational system." (3, p. 672) Allen indicates that from 1964-74, black women in white collar jobs doubled but most were located in clerical work with low status and pay. In his 1972 study of high school seniors, one-third of the black females aspired to clerical jobs and other occupations where their like members were concentrated. In achievement orientation data collected in the study, it was found that black women have comparable achievement orientation to other sex-race groups so Allen asks why, in all probability, will black women continue to disproportionately be found in low pay, low prestige, high time demand occupations? The answer he posits is that occupational status attainment is a two-step process: 1) development of appropriate achievement-related skills; 2) gained access to social vehicles which facilitate the translation of skills to status (3, p. 682). He believes the research on this topic which now exists primarily focuses on descriptions of family background, personality, and other aspects of Step 1. Much more is needed on Step 2.

It should be noted that the Association on Intercollegiate Athletics for Women (AIAW) has taken some model steps in regard to Allen's analysis. Research commissioned by AIAW (1) gave a status report of the involvement of black women in the organization. Subsequent action culminated in adoption of an affirmative action plan for the organization which will pull more black women into the leadership of the organization. Such actions may enhance the involvement of black women in sport in two ways. First, the work world which involves so many black women may well be the sport world; more black women will be working (employed) in sport-related occupations. Secondly, if black women tend to gravitate toward areas of society where other black women are visible, these newly-drawn role models may influence young black females to increase their efforts to find a place in the sport world for themselves.

Pressure to Be a "Superwoman"

There has been silence about another factor which has probably been an obstacle to the involvement in the sports of many black women. This is the pressure from all sides to be perfect, to perform beyond all expectancies, or forget it. When one is held at all times to be

Photograph by Carole Wakefield

Courtesy of Temple University

representative of one's self, one's family, and one's race, the cost of failure may make a contest quite unworth the attempt.

The pressure to be a superwoman is described in at least two differing frameworks by Gurin and Epps (9). The first is a fairly straightforward message, often from family and loved ones, that only the absolute maxmization of talent and effort will ensure survival. They quote poignantly from a letter shared by one of the college freshman subjects in their study:

> "Papa especially feels that you have to be the best in everything—grades, looks, poise, ambition—to get ahead with everything else you face if you are black." (9, p. vi)

The paralyzing effects for some of such an admonition are obvious. Less obvious perhaps is another framework they provide for recognizing the effects of superwomen demands perceived by today's politically conscious black females. Gurin and Epps state that their research revealed a conflict faced by black college students between "demands of college for individual achievement and the demands of the (black) community and the movement for commitment to group goals." (9, p. v)

To illustrate this conflict let us consider the case of an imaginary black female collegiate athlete who is majoring in physical education and who wants to coach when she graduates. It is quite likely this student will feel the demands of the equivalent of four or more "major programs". She may, in addition to her physical education program, wish to develop a specialization in sport psychology/psychology, psychology of women, and black studies. She will also have an athletic program in which she must concentrate her efforts. Gurin and Epps suggest that she may also feel a great responsibility to perform a service function in the black community, to go back home and talk up college, show people that it is possible to "make it". If grades start to slide, which of all these activities will go? For many black women, the sport experience is given up, perhaps even before it was begun.

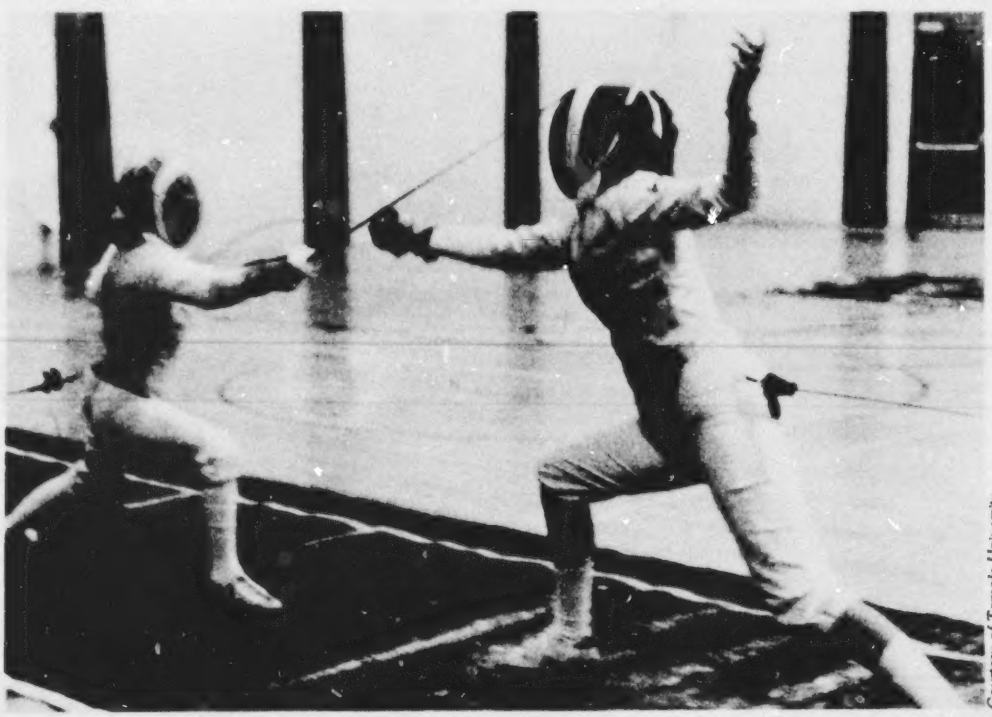
Discriminatory Treatment: Exclusion, Stacking, Quotas

Another aspect of silence surrounding the involvement of black women in sport is the question of duplication of the discriminatory treatment which we know has been directed toward black males. Recently researchers have identified empirical evidence which verified the accounts of life experiences of so many black male athletes: evidence of systematic exclusion; quotas per team; stacking of black players in a few positions, denial of leadership opportunities and the like. What is the situation of black female athletes with regard to these practices? We know of the historical exclusion. We know, for example, that Althea Gibson was the first black woman to be allowed in many of the prestigious tournaments she won. We know of the exclusion from leadership which has been illustrated in the studies which survey the involvement of black and other racial minority women in collegiate sport. These are probably "tip of the iceberg" acknowledgements: research efforts should begin anew to pull back the curtain of silence so that such practices are permanently discontinued.

Milieu as Mirror: Distortions

The previous sections discussed areas where the experiences of black females in sport are characterized in professional literature by silence. It is postulated that this silence communicates a message to blacks and whites who come into contact with potential black sportswomen. The message of the silence is this: no black women are here. This is not an accurate message and this fact must be sent loud and clear to dispel the myth.

There are a few characterizations of the black woman which have been widely disseminated and accepted. Unfortunately, in their inaccuracy or incompleteness such a distorted image is presented that silence may be preferable. In this monograph three of these distortions will be considered: the matriarchy myth; that black women are only involved in basketball and track; that black competency in these limited areas (basketball-running) is "natural". To conclusively dispel these distortions of the life experiences of black sportswomen is beyond the function of this monograph. This would require fully explicating the inaccurate theories and the presumptions which un-



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derlie each one as well as summing the data which refute and/or clarify the meaning of all the data. A brief exposition of refutation and re-interpretation is included here to illustrate the process whereby a dominant culture (here, whites) can, in well-meaning ignorance, misinterpret the meaning of what they see in a subculture. If those of us, white or black, in decision-making roles in sport and physical education can better understand the pitfalls in interpreting information about racial minority groups, we may be better able to build checks and balances into our decision-making processes which utilize such information.

Matriarchy Myth

Dill has stated that E. Franklin-Frazier provided the work that most influenced contemporary views on the black family and black women (6, p. 544). It was he who concluded that female-headed families developed during slavery and gained prominence after emancipation. His overriding image of the black woman was one of "strength and independence; placing little value on marriage; engaged without conscience in free sexual activity; having no notion of male supremacy" (6, p. 545). The strong qualities of black women were placed in the context of contributing to black family disorganization. The *Moynihan Report*[3] (1965) accepted Frazier's thesis and linked it as causative to data on marital dissolution, illigitimacy rates, female-headed families and welfare dependency (6, p. 545). Instead of seeing racism and its socio-economic by-products of massive unemployment, disproportionate poverty, disproportionate loss of life in the armed forces, as the causative elements in the urban "unrest" in black communities, "black women became scapegoats, responsible for the psychological emasculation of black men and the failure of the black community to gain parity with whites" (6, p. 548).

The Frazier-Moynihan hypothesis is simply not plausible but it has taken ten years for this to surface in the literature. Gutman's work in 1976 disproved the conception that female-headed households were typical among blacks before 1925 and suggested that Afro-American culture has provided alternative norms radically different from the dominant Euro-American culture and thus often misunderstood (6, p. 545).

Dill points out that one example of alternative norms coming from the Afro-American culture (author's note: which was so misconstrued by the Moynihan Report) has to do with the image of women and the relationship of black women with work. Dill elaborates further that black women were brought to this country for two reasons; to work; to produce workers.

> "This was one of the supreme ironies of slavery; to extract the greatest possible surplus from the labor of slaves, the black women had to be released from the chains of the myth of femininity" (6, p. 550).

In a recent study by Ladner, three images were consistently reported by young black women. The images were not seen to be exclusive of one another.

1. Continued involvement with family role, wife economically independent, resourceful, hardworking;
2. Upwardly-mobile (education an important instrument in this), avoidance of serious involvement with boys especially premarital sex and the risk of pregnancy;
3. Carefree—laissez faire—egalitarian, self-reliance, strength, autonomy, rejection of sexual double standards (6, p. 554).

Each of these models projects an image which is slightly out of step with traditional values of white society and has been reinforced by the work experience and social conditions of black women throughout history (6, p. 554). Dill suggests that the image of women toward which many white women presently strive is largely synonymous with, and an alternative conception provided by, the experience of black women. Certainly it is an image which is consistent with many qualities necessary for success in sport. These alternative conceptions, far from being castigated, should be valued, studied further, and perhaps adopted by others.

[3]Result of a public policy commission formed after the urban riots of the early 1960s.

Clustering of Black Women in Basketball and Track

One of the authors of this monograph, a two-time national champion fencer, has often recounted the frustration of neverendingly being asked, in two Olympic Games, two Pan-American Games, and two World University Games, "what event do you run?" A black women in athletics: she must be a sprinter, right? Wrong! Of late, one other image has entered the public consciousness. Since basketball has become a game so dominated by black players, it follows that "the sisters" would be able to play with the best of them too. Black women, whether students, teachers, coaches, or administrators, have consistently reported in the *Black Women in Sport* Workshops which have been held that they feel stereotyped and perceived as either runners or basketball players. The effects of such perceptions may reduce the probability that coaches in other sports look to the black community for new recruits; they may reduce the probability that a young black female gets "started early" in a sport like gymnastics; they may reduce the probability that a successful black tennis coach will be noticed in her high school position and hired by the local college.

The previously cited studies of the involvement of black females in collegiate sport do show that basketball and track are sports which have relatively high percentages of black participants. Researchers have suggested that these relatively high percentages are a function of the inexpensive nature of these sports and the access to them in public facilities and in school physical education.[4] The involvement is apparently not a function of some natural selection process nor is it even a function of interest of black females as evidenced in the few completed studies on this topic. Houzer reported in her thesis that the five sports which were of greatest interest to her 265 subjects were: softball; volleyball; basketball; modern dance; bowling. Houzer said there was a lack of interest in track and field. In Hughley's study

[4]Houzer, Shirley. "The importance of selected physical education activities of women students in predominantly black South Carolina Colleges." Unpublished thesis, Springfield College, 1971.

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Courtesy of Temple University

the favorite sports were as follows: tennis; volleyball; basketball; swimming; softball; dance; badminton; football; field hockey; bowling; track.

A simple review of Chapter Two will indicate that black women have participated in, and excelled in, a great variety of movement forms. Some of the systematic social factors which have limited widespread involvement in all sports have already been identified. At least three other influencing factors should be mentioned. Access has been virtually closed to blacks until recently with regard to such sports as tennis, golf, yachting, organized swimming, and diving programs. The effects of this history and the effects of continued defacto segregation in housing and education must be acknowledged and analyzed.

There has also been a geographic closure to blacks of many winter sports. This closure need not continue. Professional ice hockey came to Atlanta. Ice conditions could certainly be created in the urban areas of the northeast where great numbers of black youth are located. Physical education programs and those of local units of such governing bodies as the U.S. Ski Association, U.S. Figure Skating Association, and the Amateur Hockey Association of the U.S., will eventually benefit greatly from taking affirmative steps to involve inner city youth in these winter sports.

The last factor to be identified as an arbitrary limiting force on black women is the simple but pervasive problem of money. To be excellent in an activity requires an outlay of funds for equipment, lessons, coaching, travel to competitions, and the like, which is beyond that possible for many black women. Pratt, in a study at Purdue University, hypothesized that high socio-economic subjects would have a set of sports which were "their" sport, e.g., sailing, golf, tennis, and low socio-economic subjects would have "theirs" (bowling, basketball, softball). Results showed a pattern of interest and involvement in "lower class" sports by both uppers and lowers. Only the uppers, however, had an interest and involvement in the activities which required relatively high expense (16). It is certainly not the case that all blacks are in the lower class nor that financial

considerations are the only factors which systematically limit sport involvement of black women across a wide variety of sports. For members of the black community who are struggling with the economic situation, certain sport experiences are not accessible no matter what potential the individual may have for success in that activity.

Black Sport Competency is "Natural"

In 1971, Martin Kane writing in *Sports Illustrated,* linked together certain empirically observed racial differences of a possible biogenetic basis and the disproportionately high involvement of black males in professional baseball, football, and basketball and hypothesized a "Black is best" thesis (13). Another way of stating Kane's argument is that black competency in some activities is "natural." We maintain in this monograph that the "natural" argument is seductive, destructive, and unjustified.

The "Black is best" thesis is seductive in that it explicitly grants a sphere of superiority to black people but just how important is this sphere to our society? To us, in physical education and sport, the sphere of the physical *is* important but we encounter great ambivalence about this value in the larger society. Eldridge Cleaver probably voiced the larger view in decrying the manner in which the white man = Brain in the front office while the black man = muscle/body out in the field (5). When an individual outside our own profession states that black people are "naturally" good in sport, he or she may also be thinking that, because of mind/body dualistic thinking, the black person is not competent intellectually. What position does the "Black is best" supporter take concerning mind/body dualism? The question has great importance in terms of the meaning of this hypothesis.

The "natural" argument appears to be destructive in that it undermines the importance of training, access, early exposure, social reinforcement and the like. If blacks, or any other group for that matter, are going to be "good at some activities and poor at others" because of their genes, what is the point of our social and educational efforts? Such a presumption is contrary to the sociological and psychological literature called interactionist, dominant in the last twenty years, and every viewpoint expressed in this monograph.

Lastly the "natural" argument appears unjustified at present because of the plaucity of available data. When the social, psychological, and economic conditions surrounding individuals of the white and black races are so extremely diverse, the attribution of any significant difference between them to racially inherited factors seem premature, if not absurd.

In this first segment of this chapter we have explored the form and substance of the literature which has informed our profession, and to some unknown extent, the popular culture. To a large extent our view of the black woman has been inaccurate and incomplete. Obstacles and challenges of all kinds have surrounded her and still do. How does she manage to value and clarify herself, as she must do to be a successful sportswoman, in the midst of this distortion or denial of her being? Chapter One concludes with some answers from the literature to this question. Chapter Two gives some answers directly from the words of successful black sportswomen. Chapter Three offers some educational program answers to this important question.

We Have Overcome: How?

Being the "Stranger"

Cynthia Fuchs-Epstein interviewed 31 black women who had prospered in law, medicine, dentistry, university teaching, journalism, and public relations. Her initial premise was that black women face a double burden, the oppression of both sexual and racial prejudice (8).

> "To be Jewish, Black, foreign-born, or a woman have all been bases for exclusion from the benefits of society. Where categories of persons have more than one of these negative statuses, there tends to be a cumulative negative effect." (8, p. 912)

She believed it would be instructive to try to identify how these 31 women had achieved such dramatic success in spite of, perhaps because of, the double negative. Fuchs-Epstein

identified four common threads. We can only guess, at this time, if these same characteristics would appear in the profile of black sportswomen. A replication of the Fuchs-Epstein Study seems necessary.

The subjects in her study came from families which stressed traditional middle-class values even without middle-class amenities. Secondly, and probably related to the first commonality, education was especially highly valued in the subjects' families. A third commonality was that these women had not been pushed toward marriage. They married late, if at all. One-third had not married (8, p. 919-924).

A fourth commonality seems to have special applicability to the successful black sportswoman. Fuchs/Epstein states that, for her subjects, the double negative statuses had combined to form a new status which had no established 'market price' because of its uniqueness. She speaks poignantly of this unique "stranger" occupying an occupational world where barriers "insulate her from diversions from success thus strengthening her ambition and motivation." (8, p. 914) An educational question is posed for teachers and coaches of black women. How do we prepare a woman to be "the first", "the stranger"? Beyond the questions of how to be a champion (you name the sport or job), how does one become the first black, female (sport/job)? Fuchs-Epstein suggests the black/female combination is a new, unique status. This is yet another researchable question, requiring results.

Alternative Images of Women and Work

Early in Chapter One, Dill's work was cited heavily with regard to the matriarchy myth and will not be repeated here. We need simply to acknowledge that alternatives about the image of women, present in the black culture, probably contributed to the "overcoming" process which some black women have experienced. Dill states,

> "The emphasis on women's work role in Afro-American culture generated alternative notions of womanhood characterized by sexual and intellectual equality, economic autonomy, and legal and personal parity." (6, p. 544)

The Capacity for System-Blame

There is a third quality found in the scant literature addressing the process of how black people achieve success in a society which poses many obstacles for them. This quality, identified in the research by Gurin and Epps, is a balance of external-internal locus of control (9). Locus of control is a psychological variable identifying to what extent individuals place responsibility for life direction inside themselves or with outside agencies. Since performance on standardized tests has generally correlated with high internal scores ". . . many people suggest that everything possible should be done to increase a minority person's sense of internal control" (9, p. 391). Gurin and Epps' sample of high achieving black students reported a balance of I and E Locus of Control. They believed that the capacity for external-orientation and system-blaming was a response which was "attuned to social and economic realities that produce both restraints and opportunities." (9, p. 392)

It is possible that this system-blame capacity, in balance with internal direction, is an important quality of the successful black sportswoman. Certainly any of us who teach or coach or administer minority individuals of any persuasion must consider Gurin and Epps admonition:

> "Our results suggest that the meaning of I-E control is far too complicated to advocate simply increasing I as a global personality trait." (9, p. 391)

The Quadruple Consciousness

Gurin and Epps are also the source for our fourth and last foray into possible explanations for the success of black sportswomen. In their book *Black Consciousness: Identity and Achievement*, a case is made for the hypothesis that black nationalist writing has contributed significantly to the ability of black people to psychologically convert what white/dominant society defined as weaknesses, i.e., being black, to strength (9, p. 5). They describe the manner in which these writings engendered a new consciousness which had an effect through dual sources: awareness of collective oppression and newfound pride in

the group. For some black women, perhaps some successful black sportswomen, the new consciousness has quadruple sources.

Collective oppression	Pride in the group
As a black	As a black
As a woman	As a woman

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CHAPTER TWO

HER STORY OF BLACK SPORTSWOMEN

DR. ALPHA ALEXANDER AND NIKKI FRANKE

In the following pages are brief sketches of the lives of outstanding black sportswomen. These are depictions of women who responded to a survey conducted by Nikki Franke and Alpha Alexander in 1980. We wish that we had been able to reach and obtain information from enough women to extend this list to one hundred or more. The search for the black women who have made significant contributions to American Sport, and whose contributions have been virtually unnoticed, continues. The authors look forward to later editions which will expand these compilations.

Biographical sketches
in order of appearance

Dr. Alpha Alexander
Gloria Jean Byard
Dr. Doris Ree Corbett
Anita L. DeFrantz
Dr. Evie Dennis
Nikke Franke
Dr. Nell C. Jackson
Madeline Manning Mims
Dr. Dorothy Richey
Carrie P. Russell
Lucia Harris Stewart
Tina Sloan Green
C. Vivian Stringer
Dr. Dorothy Thompson
Marian E. Washington
Verneda Thomas
Ketura Waterman Cox

Authors

Dr. Alpha Vernell Alexander
Nikki Franke

Name: Dr. Alpha Vernell Alexander

Sport Involvement: Athletic Administrator/Sports Psychologist

Place of Birth: Nashville, Tennessee

Family: Mother—Alpha Omega Alexander
Father—Rufus S. Alexander

ATHLETIC ACHIEVEMENTS

Competed in volleyball at the College of Wooster—1973-1975.
Competed in basketball at the College of Wooster—1972-1976.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Named one of the "International Youth Achievement"—1982.

Named one of the "Outstanding Young Women of America"—1980.

Named in the *Philadelphia Magazine*—"One of the 79 people to watch in 1979".

Recognized in the *Philadelphia Tribune, Camden Courier Post, Encore Magazine, The Project on the Status and Education of Women Newsletter, United States Women Coaches and Athletes Magazine, New Directions for Women Newspaper, Women's Sport Magazine,* and Mary Bethune Archive for research completed on the Status of Minority Women Within AIAW.

"Outstanding Wooster Student"—October 1976.

"Martindale Compton Scholarship"—November 1976.

CAREER SUMMARY

1980-present: Assistant Women's Athletic Director—Temple University, Philadelphia, Pennsylvania.
(Youngest black female in the United States to obtain such a position at a large institution.)

1977-1980: Teaching Associate Women's Athletics—Temple University, Philadelphia, Pennsylvania.

1976-1977: Graduate Assistant Women's Athletics—Temple University, Philadelphia, Pennsylvania

1976-1980: NCAA Fall, Winter, Summer Camp Programs—Temple University, Philadelphia, Pennsylvania.

1975-1976: Waterfront Director—New York City Mission Society Camp.

EDUCATIONAL BACKGROUND

Received a B.A. degree from the College of Wooster in 1976 and masters degree from Temple University in 1978. She recently completed a doctorate degree from Temple University.

OTHER AFFILIATIONS AND INTERESTS

1981— EAIAW Nominating Committee.

1980—consultation work with the United States Field Hockey Association.

1980—AIAW Committee to Increase Athletic Participation.

1980 and 1981—Co-organizer of AIAW Women's Athletic Director Workshop.

1978—AIAW Code of Ethics Committee.

Photograph by Cryndal Smith

Dr. Alpha Vernell Alexander—author

STATEMENT

As the sun rises and sets each day, I thank my parents for the love, encouragement, and kind understanding that they have given to me.

It is also essential to extend special thanks to two former coaches, Nan Nichols and Dr. Ginny Hunt, who made my experience in women's athletics rewarding.

Dr. Carole Oglesby and Dr. Kaye Hart both advised me throughout my graduate work and gave me the opportunity to experience women's athletics on a professional level.

I have had the fortunate experience to have role models of some of the very Black Women In Sport mentioned in these biographical sketches: Tina Sloan Green; Dr. Dorothy Richey; Dr. Nell Jackson; Dr. Donnis Thompson; Nikki Franke. These very strong Black Women have given me the encouragement, strength, and opportunity to become what I am today.

I hope that in some way I too will be a role model for young Black females, and be able to touch the lives of minority women and extend their opportunities in all avenues of sport.

Name: Gloria Jean Byard

Sport Involvement: Field Hockey

Place of Birth: Salem, New Jersey

Family: Husband's Name—Raymond O. Byard III
Children—Toni Uvonka Byard, Raymond O. Byard IV

ATHLETIC ACHIEVEMENTS

Member of the U.S. Field Hockey Team—1974-75, 1976-77, and 1978.

First team all-college field hockey—1974, 1975, 1976.

First team South Jersey—4 years.

First team Mid-Atlantic—4 years.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

United States Touring Field Hockey Team to Trinidad (March 1978).

Coach—Schalick Softball Team—Conference Champions, 1977.

Softball Coach of the Year—1977.

Coach—Schalick Field Hockey Team—Conference, Group 1, and State Champions, 1978-1979.

Deans list—Glassboro State College—1974.

High School Captain of the hockey and basketball teams—1968-69.

CAREER SUMMARY

1976-present: Health and physical education teacher—Schalick High School, New Jersey.
Head hockey and softball coach—Schalick High School.

EDUCATIONAL BACKGROUND

Received a B.A. degree from Glassboro State College in 1976.

OTHER AFFILIATIONS AND INTERESTS

Guest speaker at high school banquets.

Selection chair for South Jersey Field Hockey Association.

Local field hockey official.

Selection Committee—Mid-Atlantic Field Hockey Association.

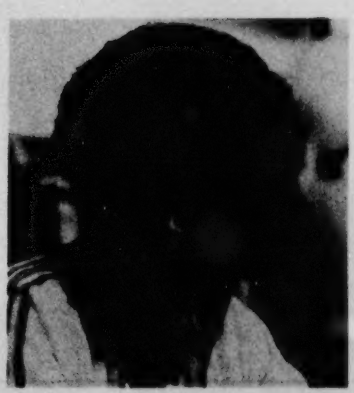
Interests: sponsoring clinics; running own hockey camps; motorcycle riding; cross-country running; bicycling; volleyball.

STATEMENT

My significant accomplishments were:

- *going back to college three years after high school graduation;*
- *earning my B.A. degree in Health and Physical Education;*
- *first Black woman to earn a position on the U.S. Women's Field Hockey team.*

The highlight of my life was to be one out of approximately 40 girls to be selected to go on a tour to Trinidad as a player for the U.S. Women's Field Hockey Team. Being asked to go seemed to have been more than enough, but when I started in my first international match . . . that was success!



Gloria Jean Byard

Name: Dr. Doris Corbett

Sport Involvement: Athletic Administration

Place of Birth: Elizabethtown, North Carolina

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

President—National Association for Girls and Women in Sport (NAGWS)—1980-81.

Listed in "World's Who's Who of Women"—1980.

President—Washington, D.C. Association for Health, Physical Education, Recreation and Dance—1977-78.

First coordinator of Women's Varsity Athletics—Howard University, Washington D.C.

"Appreciation Award"—D.C. American Association for Health, Physical Education and Recreation—1978.

"Distinguished Faculty Award"—Department of Physical Education and Recreation—Howard University, Washington, D.C.—1975.

Outstanding Service Award for Leadership to Physical Education Major's Club—1975.

CAREER SUMMARY

1972-present: Assistant Professor of Sociology of Sport—Howard University, Washington, D.C.

1969-72: Teacher—Harrisburg, Pennsylvania Public Schools.

EDUCATIONAL BACKGROUND

Received a B.S. degree from North Carolina College in 1969 and a M.S. degree from North Carolina Central University in 1972. She recently completed a Ph.D. at the University of Maryland.

OTHER AFFILIATIONS AND INTERESTS

Member of AAHPERD Board of Governors—1980-81
Member of AIAW Board of Directors—1980-81
Lifetime member of AAHPERD
Southern Sociological Association
Eastern Association of Physical Education College Women
Zeta Phi Beta Sorority

STATEMENT

As a Sport Sociologist, I recognize sport as a socio-cultural phenomenon which must be studied in a contextual setting. Any group within sport must be considered in all aspects of their living experiences. Subsequently, the status of black women in sport must be viewed within their context. Black women have fundamentally played an important role in the establishment of the American culture and have made many contributions in the field of sport and in so doing, their social status in society has had a direct influence. What black women have been able to achieve in sport has been determined in large measure by the obstacles society has placed before them because they are black and they are female. Thus, the status of black women in society obviously has a great bearing upon the status of black women in sports. Black women face all the discrimination that all women face plus there is the additional burden of racism. This is especially true in sports. As a result there have been fewer facilities and equipment available to black women and the quality of that available has been very poor. This lack, of course, limits the types of sports that can be engaged in and we see black women predominately participating in track and field and basketball. Very few black women are visible in figure skating, gymnastics, tennis, golf, and swimming. It is imperative that black women continue the struggle for equality in society as well as in sport, for it is evident that sport mirrors society.

Dr. Doris Corbett

Name: Anita L. DeFrantz

Sport Involvement: Crew

Place of Birth: Philadelphia, Pennsylvania

ATHLETIC ACHIEVEMENTS

Bronze medalist—1976 Olympic Games.

At world rowing championships, finished in ninth, sixth, fourth, and second places.

National champion—Straight Pairs—1977, 1978.

Coached four—1975, 1978, 1979, Eight 1977.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Board of Directors—U.S. Olympic Committee.

Athletes' Advisory Committee—U.S. Olympic Committee.

Board of Directors—Los Angeles' Olympic Organizing Committee.

President's Council on Physical Fitness and Sports.

CAREER SUMMARY

1979-present:	Princeton University—office of the Dean.
1979:	Juvenile Law Center of Philadelphia.
1974-1979:	Philadelphia Pre-Trial Services.

EDUCATIONAL BACKGROUND

Received a B.A. degree in May 1974 from Connecticut College, the J.D. degree from the University of Pennsylvania Law School in May, 1977, and is currently working on a Ph.D. at the University of Pennsylvania in Peace Science.

OTHER AFFILIATIONS AND INTERESTS

Barrister of Philadelphia.

Trustee—Connecticut College, New London, CT.

Parliamentarian—National Women's Rowing Association.

Board of Directors—Vesper Boat Club of Philadelphia.

Board of Directors—National Association of Amateur Oarsmen.

STATEMENT

I believe it is critical that Black people, especially Black women, take an interest in physical fitness and sports. The strongest woman I have known was my great-grandmother. She is my image of strength—physically and emotionally. Her determination to deal with the world encouraged me to attack difficult tasks. She taught me that the combination of brains and brawn was unbeatable. I hope that I can instill in my children and the children of all Black people the importance of strength: physical—which enables us to face this complex and dangerous world, emotional—which enables us to meet the challenges of racism, and spiritual—which enables us to believe in a better future.

Unless we, the Black women, undertake this challenge, our children will be prevented from experiencing the satisfaction of personal achievement in sports. Further, without a disciplined body, a disciplined mind is extremely difficult to achieve.

Anita L. DeFrantz

Name: Dr. Evie G. Dennis

Sport Involvement: Track and Field, Sport Administration

Place of Birth: Canton, Mississippi

Family: Children—Pia Evene Dennis-Smith

ADMINISTRATIVE ACHIEVEMENTS

Twice named Women's Manager of the U.S. Olympic Track and Field Team—1976 and 1980.
Chief Administrator for female athletes—Pan American Games—1979.
Chief of Delegation for the U.S. Track and Field Team to the World Cup—1979.
Women's Manager of the National Track and Field Team—1973.
National Chair for Women's Track and Field—1976-present.
President of the DenCo Track Club—1973-present.
President of the Denver Allstars Track Club—1965-72.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Second Vice President of the United States Olympic Committee—1980-84.
2nd Vice President of AAU—1979-present.
United States Olympic Committee's Executive Board—1976-80.
United States Olympic Committee's Board of Directors—1976-80.
International Section of Women's Track and Field—1973-present.
1st Vice President of the Rocky Mountain Association of AAU—1976-present.
AAU's Executive Committee—1976-present.
"Sportswoman Pioneer Award"—1979.
Denver Regional Council of Governments "Distinguished Service Award"—1979.
Delta Sigma Theta's "Woman of the Year Award"—1979
Veterans of Foreign Wars "Community Service Award"—1978.

CAREER SUMMARY

1977-present:	Director, Office of Human Relations Student Advisory Services—Denver Public Schools
1971-77:	Administrator-Denver Public Schools
1966-71:	Counselor and Teacher-Denver Public Schools
1952-66:	Hypertension and Asthma Researcher

EDUCATIONAL BACKGROUND

Received a B.S. degree from St. Louis University in 1953. Received special training at both the University of Pittsburgh Medical School and the National Institute of Health during 1962 and 1963. Received a M.A. degree from the University of Colorado in 1971 and the Ed.D. degree from Nova University in 1976.

OTHER AFFILIATIONS AND INTERESTS

Administrators and Supervisors Association
Black Educators United
Gamma Pi Sigma (Honorary Chemistry Fraternity)
Rocky Mountain Association—AAU
Women's Forum of Colorado

STATEMENT

It is very important for minority women to become involved in the administration and governance of athletics on all levels. It is here that their involvement can be especially meaningful, where both short range and long range goals are identified.

One of the most significant accomplishments that I am very proud of is my recent appointment to 2nd Vice President to the U.S. Olympic Committee for the 1980-84 quadrennial. This is an unprecedented achievement for a minority woman and one which has taken quite some time to accomplish. It has taken not only a great deal of time, but also tremendous effort and perseverance on the part of many people to raise the consciousness of high level sport administrators to the need for and lack of minority women in high level administrative positions. But the struggle is not over yet. We must continue our efforts to bring attention to the lack of minority visibility in athletic administration in order for more minority women to become involved in meaningful administrative positions.

Dr. Evie G. Dennis

Name: Nikki Franke

Sport Involvement: Fencing

Place of Birth: New York City

Family: Husband—Norman L. Franke

ATHLETIC ACHIEVEMENTS

U.S. Olympic Fencing Team—1976 and 1980.

U.S. Pan American Fencing Team—1975 and 1979.

Silver and Bronze Medalist—1975.

Two bronze medals—1979.

National Women's Foil Champion—1975 and 1980.

Captain and member of three time championship Women's Foil Team—1978-80.

Ranked #1 women's foil fencer—1980.

U.S. National Fencing Squad—1974-present.

World University Games Fencing Team—1973, 1977, and 1979.

National Fencing Team to World Championships—1978.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Placed in top 3 at National Championships for five consecutive years—1975-80.

Named "Top U.S. Female Fencer" by U.S. Olympic Committee—1980.

Inducted into Brooklyn College "Hall of Fame"—1979.

"Outstanding Athlete Award"—University of Akron—1978.

Northeast High School Alumni Association Award—1977.

Asked to testify at Pennsylvania Commission for Women's Hearings on Equal Opportunity for Girls in Athletics—1978.

Co-creator of first Black Woman in Sport Conference—Temple University.

National AAHPER Scholarship Winner.

New York Regents Scholarship Winner.

YMHA Scholarship Winner.

CAREER SUMMARY

1975-present: Fencing coach, Assistant Professor of Health Education, and Academic Advisor—Temple University.

1972-75: Graduate Assistant—Temple University.

EDUCATIONAL BACKGROUND

Received a B.S. degree from Brooklyn College, graduating cum laude in 1972 and a M.S. degree from Temple University in 1974. Is currently pursuing the Ed.D. degree at Temple University.

OTHER AFFILIATIONS AND INTERESTS

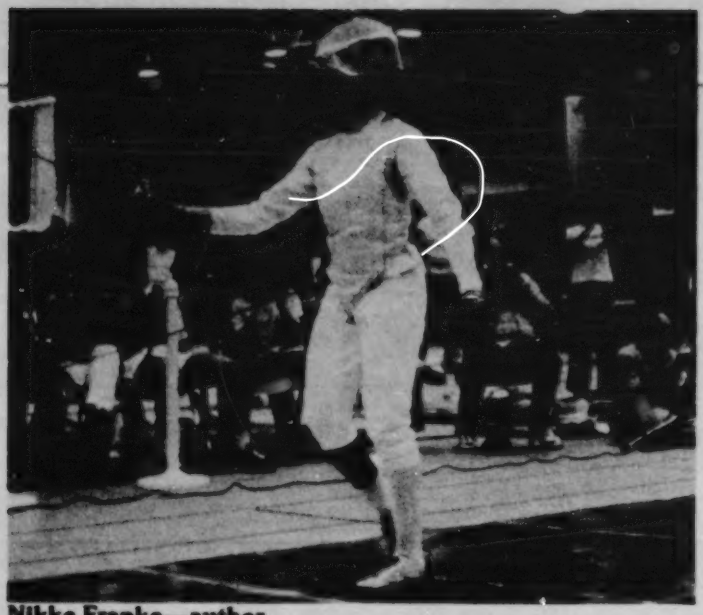
Athlete's Representative—Advisory Committee to U.S. Olympic Fencing Committee—1977-present.

Eastern Association of AIAW Fencing Committee—1980-82.

Advisory Committee to Women's Equity Action League (WEAL).

Chair—National Association for Girls and Women in Sport Fencing Guide Committee—1978-1980.

Pennsylvania Coordinator of International Women's Year Torch Relay for the National Women's Year Conference—1977.



Nikke Franke—author

STATEMENT

My most significant accomplishments include having been a member of two U.S. Olympic Teams and having started the Women's Fencing Program at Temple University. This program has continuously improved with the team's national finish improving each year. The team has finished in the top ten at the National Intercollegiate Championships for the past four years, finishing fifth in 1980 and winning its Regional Championship.

I have also been involved in the area of equal opportunities for minority women in sport. I feel that equal and varied opportunities are a must for minority youngsters. Our youth must not only be told, but must truly be made to feel that they can excel at any sport they choose to pursue. But this can only occur if their schools and community centers expose them to and instruct them in a wide variety of sports. And this is the responsibility of each and every one of us involved in athletics.

We must also be sure to familiarize our youngsters, and society in general, with the many achievements of various minority women athletes, coaches, and administrators. It's imperative that young minority women have as many role models to identify with and emulate as possible.

Name: Dr. Nell C. Jackson

Sport Involvement: Track & Field, Sport Administrator

Place of Birth: Athens, Georgia

ATHLETIC ACHIEVEMENTS

American record 200m—24.2, 1949 (AAU).
Member—U.S. Olympic Track & Field Team—1948.
Member—U.S. Pan American Track & Field Team—1951.
(2nd place 200m, 1st place 400m relay).
National AAU champions—200m 1949, 50, 51, 400m relay.
Placed 6th or better in 200m—1944-1952.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Black Athlete Hall of Fame (member)—1977.
Tuskegee Institute Athletic Hall of Fame—1974.
Merit Award, Tuskegee Inst. Alumni Assoc.—1973.
Alumni Merit Award, Tuskegee Institute—1977.
NAGWS Presidential Citation—1978.
Coach of U.S. Olympic Track & Field Teams—1956 and 1972.
Coached Gold Medal winner 1956 Olympic games high jump, Mildred McDaniel—has served as coach/manager of 10 national touring teams.

CAREER SUMMARY

1973-present:	Michigan State University, Assistant Athletic Director.
1965-73:	University of Illinois, Urbana, Ill., Assoc. Professor.
1963-65:	Illinois State University, Normal, Assistant Professor.
1962-63:	Tuskegee Institute, (Ala.) Assistant Professor.
1960-62:	University of Iowa, Iowa City. Research and Teaching Assistant.
1953-60:	Tuskegee Institute, Instructor & Assistant Professor.

EDUCATIONAL BACKGROUND

Received the B.S. from Tuskegee Institute in 1951, M.S. from Springfield College in 1953, and Ph.D. from the University of Iowa in 1962.

OTHER AFFILIATIONS AND INTERESTS

Zonta International
American College of Sports Medicine
American Alliance for Health, Physical Education, Recreation and Dance
National Track & Field Hall of Fame (selection committee)
The Athletics Congress of the U.S.A. (vice-president—1979-80)
AIAW Track & Field Committee (chair—1978-80)
AAU Women's Track & Field Committee, Chair 1967-71
U.S. Olympic Track & Field Committee, Chair 1968-72
U.S. Olympic Committee Board of Directors, 1968-72
YWCA, Lansing, Mich., Board of Directors 1976-78
Women's Committee, International Amateur Athletic Federation, 1972-76

STATEMENT

My most significant accomplishments are four-fold:

- *established an American record in the 200m;*
- *participated in the 1951 Pan American and 1948 Olympic Games;*
- *developed an area of concentration at the masters level in sports administration at Michigan State University;*
- *wrote a book on track and field for girls and women.*

Views on athletics in a college/university setting:

Athletics should be treated as one of the educational experiences a student encounters in school rather than treating it as a business that must make a profit for the institution. The athletic fields and basketball courts are merely classrooms without walls and chairs. The coaches should be educators who can teach as well as coach. They should also be skilled researchers because they have an excellent opportunity to conduct meaningful research with their student athletes. The results of their teaching and research skills can be reinvested into their program to improve the sport.

Dr. Nell C. Jackson

Name: Madeline Manning Mims

Sport Involvement: Track and Field

Place of Birth: Cleveland, Ohio

Family: Husband—Roderick Mims
Children—John Jackson, III

ATHLETIC ACHIEVEMENTS

Member of 4 Olympic Teams—1968, 1972, 1976, and 1980.

Member of several National Teams between 1965-80.

Gold Medalist in 800-meter event during the 1968 Olympics, setting a World Record at the time and becoming the first American woman to ever win this event.

Silver Medalist in the 1972 Olympics as a member of the 4 × 400 meter Relay Team.

First American woman to break a time of 2 minutes in the 800-meter run—1976.

Five time 800-meter National Champion.

Four time Olympic Trials Champion.

Currently holds the American Record for the 800-meter run, set in 1976 at 1:57.9.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Inducted into U.S. Track and Field Hall of Fame—1975.

Named Women's captain of the 1976 and 1980 Olympic Track Team.

Named Outstanding Athlete at many national and international Track and Field meets.

CAREER SUMMARY

1976-present: Minister and Gospel Singer.
1973-1976: Community Coordinator and Outreach Worker—Salvation Army.
1970-1972: Receptionist.
1968-1970: Sports Department—Cleveland Press.

EDUCATIONAL BACKGROUND

Received the B.S. degree from Tennessee State University in 1973 and is currently attending Graduate School at Oral Roberts University in the Master of Divinity Program.

OTHER AFFILIATIONS AND INTERESTS

Advisor to the Board of Trustees for the Fellowship of Christian Athletes.

Founder of the Sweet Pride Gymnastics Team of the Salvation Army.

STATEMENT

I am very glad that the Lord called me out of my two-year retirement to train once again for the 1980 Olympic Team. Although my first Olympic Team was a fantastic experience, I was also very young. Therefore, I feel that the 1980 team was my most memorable team. I was much more involved with this team, and the love the Lord gave me for all the competitors, for my country, and especially for the United States Olympic Committee was overwhelming. I am just very glad I was able to express that love by being one of two athletes chosen to respond to President Carter's message at the Olympic Recognition Day Ceremony on the steps of the Capitol honoring the 1980 Olympic Team.

Madeline Manning Mims

Name: Dr. Dorothy L. Richey

Sport Involvement: Administration

Place of Birth: Mobile, Alabama

ATHLETIC ACHIEVEMENTS

Competed in Track and Field at Tuskegee Institute—1963-65.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Listed in the International Who's Who in Education—1979.

Named one of the "Outstanding Young Women in America"—1976.

Coach and manager of the U.S. Women's Track and Field Team to the World University Games, Rome—1975.

Coach of the U.S. Jumping Team to Japan—1974.

Coach and manager of the U.S. Track and Field Team to Australia—1973.

Listed in International Biography—1972.

Vice President—Indiana Amateur Athletic Union—1970.

Student Teacher's Award—Tuskegee Institute.—1966.

Senior Award—Tuskegee Institute—1966.

Eleanor St. John Distinguished Alumni Award—Indiana State University—1980.

CAREER SUMMARY

1978-present:	Associate Professor—Community College of Alleghney County—West Mifflin, Pennsylvania
1974-1977:	Athletic Director—Chicago State University. First woman to be named Athletic Director of both a men's and women's athletic program.
1973-1974:	Assistant Director—Chicago State University.
1972-1973:	Co-coordinator of Women's Intercollegiate Athletics—Chicago State University.
1968-1972:	Women's Track and Field—cross-country coach—Indiana State University.

EDUCATIONAL BACKGROUND

Received the B.S. degree from Tuskegee Institute in 1966 and M.S. degree from Indiana State University in 1967. Received an Ed.D. degree from Nova University in 1979.

OTHER AFFILIATIONS AND INTERESTS

Chair—NAGWS National Coaches Council and Member Board of Directors, 1980.

Co-Director—National Minority Women in Sport Conference—1980.

U.S. Collegiate Sports Council Board of Delegates—1975.

AIAW Track and Field Games Committee—1969.

Secretary—AAU National Women's Track and Field Committee—1975.

Official—National Girls' and Women's Track and Field Championships—1972.

STATEMENT

There are many minority women who have contributed to sport, but their records are scattered in magazines and books, seldom if ever read, and rarely noted and interpreted. Nevertheless, it should be noted that these women have had the confidence and courage to move against the daily waves of prejudice, and not allow their drive to be dampened by efforts to humiliate or degrade them. These outstanding minority women in sport kept their eyes and their energy focused on their dreams. With assistance, motivation, perseverance, and determination, they attained their dreams and in many cases much more than expected.

Minority women should be encouraged to utilize sports as a means to an end and not an end in itself. That is to say, use sports to obtain an education that will allow one to be employed, rather than participating in sports for the sole reason of becoming a professional.

As a minority female excelling in sport administration, I found it especially rewarding to work hard and receive the rewards of patience, dedication, perseverance, determination and motivation which has been woven throughout all aspects of my life. As Booker T. Washington stated so well, "Success is to be measured not so much by the position that one has reached in life, as by the obstacles which he has overcome while trying to succeed".

Dr. Dorothy L. Richey

Name: Carrie P. Russell

Sport Involvement: Golf

Place of Birth: Berlin, Maryland

Family: Husband—Alfred Russell
Children—Robin Diane Gibbs

ATHLETIC ACHIEVEMENTS

Winner of Golf Tournaments in Texas at Shepperd AFB and Delaware at Dover Air Force base.
Started first gold program for juniors at Dover Central Middle School.

CAREER SUMMARY

1971-present: Consultant with National Golf Foundation.
1972-1980: Instructor at Delaware State College.
1976-1978: Past President Ladies Professional Golf Association.
North Eastern Section L.P.G.A. Teaching Division.

EDUCATIONAL BACKGROUND

Received the B.S. degree from Delaware State College in May,1949, and received the M.Ed. from West Chester State College in May, 1972.

OTHER AFFILIATIONS AND INTERESTS

Coach of men's golf team, 1981—University of Delaware.
Member of Delaware State College Athletic Council, 1977
Past member of YMCA of Kent County.
Committee member of city parks and recreation council.
Member of AAHPER.
Member of Ladies Professional Golf Association.
Coached college men's golf team 1976-1978, and college women's basketball team 1976-1980.

STATEMENT

First and only Black with Class A membership in Ladies Professional Golf Association Teaching Division. Served as President of Northeast Section of this association when large membership was divided into five geographical sections. There are well over two hundred members who comprise the Teaching Divisions. As a consultant for National Golf Foundation, I have conducted numerous Golf workshops for teachers on high school, college levels, and state associations. The present emphasis for the National Golf Foundation is directed toward working with junior age groups. One of my top priorities is to involve as many black adults and children in "the game of a lifetime" as I can meet.

Carrie P. Russell

Name: Lusia Harris-Stewart

Sport Involvement: Basketball

Place of Birth: Minter City, Mississippi

Family: Husband's Name—George E. Stewart
Children—George "Eddie" Stewart, Jr.

ATHLETIC ACHIEVEMENTS

Professional Basketball Player—1980.
Broderick Cup Winner—1977.
Three-time member, A.I.A.W. National Basketball Champions—1975-1977.
Three-time member Regional Basketball Champions—1975-1977.
Kodak All-American—1975-1977.
Four-time member State Basketball Champion—1974-1977.
Most Valuable Player (Delta State University)—1974-1977.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Member of 1976 Silver Medalist Olympic Basketball Team.
Scored 1st two points in Women Olympic Competition.
Mississippi's first amateur Athlete of the Year 1976.
Delta State University Homecoming Queen 1975—(first Black).

CAREER SUMMARY

1980-81: Assistant Basketball Coach—Delta State University.
1977-present: Admissions Counselor—Delta State University.
1968-1977: Amateur Basketball Player

EDUCATIONAL BACKGROUND

Received the B.S.E. degree from Delta State University in 1977.

OTHER AFFILIATIONS AND INTERESTS

Delta Sigma Theta Sorority
Omicrim Delta Kappa

STATEMENT

I really thank God for giving me the talent and the ability to think successfully. I appreciate all the encouragement I received throughout my career. Because I know without God's guidance I would not have been successful in the things I attempted.

We all must realize of course that time is of the essence for those things worth accomplishing. One must be willing to sacrifice, one must be willing to understand, and to appreciate those things for which she is capable. We then too must be understanding toward our peers and others. Work extra hard for the goals we desire and try hard to overcome various obstacles.

Courtesy of Delta State University

Lusia Harris-Stewart

Name: Tina Sloan Green

Sport Involvement: Lacrosse and Field Hockey

Place of Birth: Philadelphia, Pennsylvania

Family: Husband—Frank Green
Children—Traci Green

ATHLETIC ACHIEVEMENTS

U.S. Women's Lacrosse Team touring Great Britain—1970.
U.S. Women's Lacrosse Team touring Australia—1969.
U.S. Field Hockey Squad—1969.
U.S. Women's National Lacrosse Team—1968-72.
All College Field Hockey Team—1964-66.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Chair—Committee on the Status of Minority Women within the Association for Intercollegiate Athletics for Women (AIAW)—1976-present.
President—Philadelphia College Women's Lacrosse Association—1980-81.
Co-creator of the first Black Women in Sport Workshop—Temple University..
Founder of the Philadelphia Inner City Field Hockey Program—1980.
Assistant Coach—U.S. Developmental Field Hockey Camp—1976.
"Sports Illustrated Award"—1975.

CAREER SUMMARY

1974-present: Associate Professor and Lacrosse Coach—Temple University.
1974-1979: Field Hockey Coach—Temple University.
1970-1974: Physical Education Instructor—Lincoln University.

EDUCATIONAL BACKGROUND

Received the B.A. degree from West Chester State College in 1966 and the M.A. degree from Temple University in 1970.

STATEMENT

My most significant accomplishment was being the first Black Woman to earn a position on the U.S. Women's Lacrosse Team. As a team member I was able to compete in Australia, Japan, and Great Britain.

I am currently an associate professor of Physical Education at Temple University, the first black faculty member to earn tenure in the College of HPERD. During my term as head field hockey and lacrosse coach at Temple, both of my teams have been ranked in the top 10 in the nation.

In addition, for 9 years, I was co-director of Tipama, one of the most successful hockey camps in the country.

In 1977, I was named chair of the Committee on the Status of Minority Women within AIAW, the national collegiate governing body for women's sports. My role has been to seek information about and promote minority participation on the intercollegiate level.

In 1976, I was co-organizer of the first Black Woman in Sport Conference. The intent of the conference was to examine the contributions, experiences, and attitudes concerning the black woman in sport. Since that conference, more has been done to promote the black female athlete. I am a firm believer that many more black females could excel in all types of sports if they were afforded equal opportunities. Those who have excelled in the past were given such opportunities. My personal commitment is to make sure that my daughter and other youth receive a wide variety and quality sport training. More publicity must be given to those black female athletes who have excelled and are excelling. Our young ladies need positive, living role models. It is time to break down the stereotype that black women can only sprint and dance. And it is the black youth of today that will change this image.

Photograph by Crystal Smith

Tina Sloan Green

Name: C. Vivian Stringer

Sport Involvement: Basketball

Place of Birth: Edenborn, Pennsylvania

Family: Husband—William D. Stringer
Children—David Pashal Stringer
Janine Nichole Stringer

ATHLETIC ACHIEVEMENTS

Cheyney State College Womens' Team ranked in top 10—1978-1980.

Pennsylvania State Basketball Championship—1980.

Playing Experiences:
- M.V.P. Slippery Rock State College Basketball Award;
- Mid-East Field Hockey Team;
- member of Pittsburgh Oriols Softball Team—#2 in Nation.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

Asst. Coach for "United States National Select Basketball Team" to China—1980.

Distinguished Faculty Award (1979-80).

Nominated 4 years for "Margaret Wade Stayfree Coach of the year"—1977, 78, 79, 80.

Philadelphia Sports Writer "Coach of the year"—1979.

President's Inspiration Award—Cheyney State College.

Asst. Coach for Univ. Chihuahua Mexican Men's Basketball Team.

Cheyney State College Special Alumni Recognition Award.

Pennsylvania Association of Intercollegiate Athletics for Women "Coach of the Year" Nominee—1980.

Present coaching record—volleyball and basketball, 214 wins, 48 losses. Reached over 100 wins in first 6 years of coaching.

CAREER SUMMARY

1972-present: Assistant Professor—Cheyney State College.

1978-79: Director of NCAA Summer Sports Program—Cheyney State College.

EDUCATIONAL BACKGROUND

Received the B.S. at Slippery Rock State College in 1970, and the M.Ed. at Slippery Rock State College in 1971.

OTHER AFFILIATIONS AND INTERESTS

Member A.I.A.W. Minority Commission on the Status of Women—1979-80.

Chair of Physical Education Curriculum Committee, Cheyney State College.

Guest Speaker on Channel 6 W.P.V.I. "Title IX and Women's Role in Sports".

Guest Speaker on KYW TV—3 "Women's Role in Athletics", Cable T.V. Channel 12 Wilmington, Delaware.

Member of Pennsylvania State Education Association and AAHPERD.

STATEMENT

Perhaps the greatest contribution that I've made has been to bring Cheyney State College, whose student body is 2,000, into national basketball recognition among University Division I teams throughout the nation. Our basketball accomplishments have given the college prestige throughout the country as well as abroad. The name of Cheyney State is carried on as I give clinics or coach on national and international levels. Cheyney is the only black college ranked in the top 10, Division I, AIAW.

C. Vivian Stringer

Name: Dr. Donnis Thompson

Sport Involvement: Track and Field

Place of Birth: Chicago, Illinois

ATHLETIC ACHIEVEMENTS

Board of Directors, U.S. Collegiate Sports Council—1979-81.

Administrator—World University Games—1979, Mexico City.

Head Women's Coach—University track team to Rome—1975.

U.S. Track and Field selection committee for the 1973 and 1975 World Games.

Chair—AIAW Track and Field Committee—1972 to present.

Vice-Chair of the AAU Women's Track and Field Committee—1968 to present.

Chair—Hawaii's AAU Women's Track and Field Committee—1967-71.

Coach for the U.S. Women's Track and Field team which competed in Russia and Poland—1972.

Has coached two world record holders, six American record holders, nine Olympic team members, ten national AAU Champions, and three national AAU Team Champions.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

"Female Educator of the Year"—University of Northern Colorado Alumni Association—1976.

Special Resolution of the Hawaii State Legislature with commendation for efforts in developing the University of Hawaii's Women's Athletic Program—1976.

Distinguished Service Award, Hawaii State chapter of AAHPER—1974.

Distinguished Service Award, Hawaiian Athletic Union—1962.

Certificate of Leadership, U.S. Volleyball Association.

Listed in

- Who's Who of Black Americans
- World Who's Who of Women
- Community Leaders and Noteworthy Americans

CAREER SUMMARY

1961-present: Professor and Women's Athletic Director at the University of Hawaii, Manao.

1956-1961: Chair, Hyde Park High School. Physical Education Department, Chicago, Illinois.

1959-1961: Program Director, Sheil House—Catholic Youth Organization, Chicago, Illinois.

EDUCATIONAL BACKGROUND

Received a B.S. degree in 1955 and a M.S. degree in 1959 from George Williams College in Chicago, Illinois. Received the Ed.D. from the University of North Colorado in 1967.

OTHER AFFILIATIONS AND INTERESTS

State of Hawaii Organizing Committee for the International Women's Year Conference.

State of Hawaii Civil Rights Board of Commissioners.

Board of Directors—Boys Club of Honolulu.

Board of Directors—Honolulu Ballet.

STATEMENT

The very core of success starts with your inner self-development, confidence, and positive self-image. If you have strong inner self-development, confidence, and a positive self-image, you will have meaningful success with the key endeavors in your life. With a positive self-image you have to understand the game plan, and become qualified and competent.

The key things to success are a strong self-image, to articulate well, and to be able to plan and organize.

Be able to set goals. Set goals, play the game, and reach your goals. If you become frustrated with your goals, stop and reclarify your goals.

The most important factor is to have a positive feeling about whatever you are doing.

Dr. Donnie Thompson

Name: Marian E. Washington

Sport Involvement: Basketball/Track and Field/Team Handball

Place of Birth: West Chester, Pennsylvania

Family: Children—Marian Josephine Washington

ATHLETIC ACHIEVEMENTS

Basketball

United States Women's National Team—1969, 1970, 1971.

AAU All-American Team—1972, 1974. Honorable mention—1971. Raytown Piperettes—1970-1973; ranked #2 in U.S. National Collegiate Women's Championship Team—1979. U.S. Women's Team which toured the USSR—1975. ONE OF THE FIRST TWO BLACK WOMEN TO MAKE THE U.S. NATIONAL TEAM IN 1969.

Track and Field

Discus

Middle Atlantic AAU Champion—1964-1970, Missouri Valley AAU Champion—1972, 1973. USTFF Champion and Record Holder—1972, 1973. Olympic Trials—1964, 1968, 1972. AAU National Jr. Olympic Champion—1972 (still holds record).

Shot Put

Middle Atlantic AAU Champion—1964-1970.

Team Handball

U.S. Women's Olympic Team—1976.

Canadian Games—October, 1975 and World Games—December, 1975.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

1980—basketball team placed:

- 3rd in Queens Classic;
- 2nd in Miami Orange Bowl Classic;
- 1st in Jayhawk Classic.

Region 6 Champions.
Coached three-times Kodak All-American Lynette Woodard.
Coached Kansas University team to a 9th place national ranking.
AIAW National Play Offs (reached 2nd round).
29-8 season record.

1979—Recognized as one of the Young Outstanding Women in America. 1st place Shocker Tournament—Wichita State University. 2nd place Queens Tournament—New York. Coached two time All-American Lynette Woodard. Coached both Karen Jamison and Adrian Mitchell, who were drafted into Professional Women's Basketball League.

Region 6 Champions.
AIAW National Playoffs (3rd in Central Sectional).
30-8 season record.
Big 8 Champions.

1978—2nd in Big 8. 1st in Lady Jayhawk Classic.
1st in Turkey Tournament.
Regional Championships.
NWIT—6th Place.

Coached two All-Americans:

- Lynette Woodward—Kodak All-American, a freshman;
- Adrian Mitchell—NWIT All-American, a junior.

Coached KU team to a national ranking—15th in nation (highest ranking).
20-7 season record.
22-11 record (includes post-season play).

1975—2nd in State of Kansas.

1976—11-8 season record.

CAREER SUMMARY

1979-present: Head Women's Basketball Coach, University of Kansas.

1974-1979: First Director of Women's Intercollegiate Athletics at the University of Kansas and head basketball coach.

1972-1974: University of Kansas, Graduate Assistant. Teaching responsibilities in basketball, volleyball, coed badminton, softball, and track and field. Supervision of student assistants and head coach of women's basketball and track and field. Involved in three (3) special weight training and physical fitness classes for women.

1970-1972: Kansas City (Missouri) Board of Education. Physical education teacher at junior high school.

1965-1970: Various part-time and summer positions with special focus on physical education and recreation in community agencies.

EDUCATIONAL BACKGROUND

Received a B.S. degree from West Chester State College in 1970 and M.S. degree from the University of Kansas in 1978.

OTHER AFFILIATIONS AND INTERESTS

Kansas Governor's Drug Abuse Commission.
Commission on the Status of Minority Women within the AIAW.
Consultant for Emily Taylor Women's Resource and Career Center.
Regional Chair of the Wade Trophy Award—1979, 1980.
Commissioner for KAIAW 1979, 1980.
Ethics and Eligibility Chairperson for State of Kansas—1979, 1980.
National Association of Collegiate Directors of Athletics.
National Basketball Coaches Association.
Lawrence, Kansas Altrusa Club.
Lawrence, Kansas Tennis Club Board of Directors.
Honorary Member Mortar Board.

STATEMENT

It is important for young people to realize their own self-worth, and believe in themselves. They must realize that they are somebody. Young people with determination and dedication can set goals and achieve the goals that they set.

Marian E. Washington

Name: Verneda Thomas

Sport Involvement: Volleyball/Track & Field

Place of Birth: Chicago, Illinois

ATHLETIC ACHIEVEMENTS

Olympic Volleyball Team—1964.

National Junior High Jump Champion—1955.

Pan American Games Track & Field Team—1956.
Bronze medal—high jump.

CAREER SUMMARY

1978-present: perfusionist and balloon pump technician.

1977-1978: Research Associate, balloon pump technician and perfusionist trainee.

1973-1977: Research Associate and balloon pump technician.

1969-1971: clinical laboratory technician.

EDUCATIONAL BACKGROUND

Received the B.S. degree from Graceland College in Iowa and training as a laboratory technician from Cook County Graduate School of Medicine in Chicago, Illinois.

OTHER AFFILIATIONS AND INTERESTS

USVBA National Volleyball Referee—1977 to present.

Commissioner of Volleyball officials, University of Hawaii—1975 to present.

Chair—USVBA Regional Officials Committee—1978 to present.

Member of ABO and a NAGWS national volleyball official—1980.

STATEMENT

I considered graduating with a B.S. in chemistry from a college in a predjudiced town in Iowa, after being away from the school system for over 10 years, my most significant accomplishment. I might also consider my move to Hawaii from the ghettos of Chicago a big, big step.

I think sports is essential for all women, especially minorities. Sports help to teach us how to cope with what is really happening in the world.

Verneda Thomas

Name: Ketura "Kitty" Waterman Cox

Sport Involvement: Field Hockey, Tennis

ATHLETIC ACHIEVEMENTS

U.S. Women's Lacrosse Association Team—1950's.

Northeast Field Hockey Team—late 1940's.

First Black National Hockey Official.

First Black National Lacrosse Official.

New York State Junior Tennis Champion—1940's—Black Tennis Tournament. (During the 1940's Blacks were not admitted to west side tournaments.)

Nominated for Ernest O'Melby Award.

Nominated for honorary member—Northeast Field Hockey.

HONORS, AWARDS, AND SPECIAL ACHIEVEMENTS

5-10-15-25-30 year pins from the American Red Cross.

Medallion for Humanitarian Service Award from International Red Cross—Brooklyn Chapter Award.

CAREER SUMMARY

1975, 1979: Coach—West Chester Women's Lacrosse Association.

Coach of football team—Upstate New York School during W.W. II.

1952-79: Asst. Prof.—Health & P.E., Queens College, Flushing N.Y.

1952-76: Field Hockey—Tennis Coach, Queens College, Flushing N.Y.

1970: Police Academy Instructor—First Aid.
Kew-Forest School—Hockey and Lacrosse Coach.

1960: Teacher's College, Columbia—instructor in hockey and rugby.

1959-69: Advisor—Sailing Club—Queens College, Flushing N.Y.

1945-52: Supervision Board of Education, City of N.Y.
—Community Centers
—Aquatic Prog.
—Tennis
—Dance—P.E.

1943-47: Teacher at Lincoln High School—New York.

1948-74: Bert P. Backman Aquatic Camp—Aquatic & Small Craft Instructor

1939-74: Aquatics, Tennis & Dance—Brooklyn Y.W.C.A.

EDUCATIONAL BACKGROUND

Received a B.S. degree from New York University in 1943, and a M.A. from New York University in 1945. Ms. Cox also has credits from Teacher's College, Columbia University toward her doctorate.

OTHER AFFILIATIONS AND INTERESTS

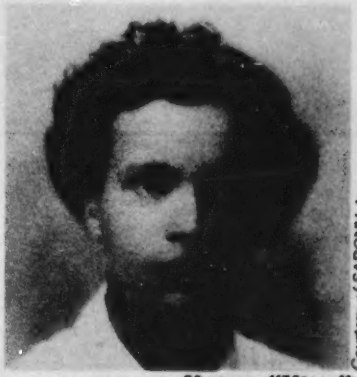
Member—Tennis Association—N.Y.C.
Member—U.S. Field Hockey Association—Past Editor Eagle—Official Publication
Member—Executive Committee N.Y.A.I.A.W.
Member—Athletic Board Dept. of H.&P.E.—Queens College, Flushing, N.Y.
Member—Board of Examiners, Board of Education, City of N.Y.
Member—Affirmative Action Committee—Queens College, N.Y.
Member—Operations Committees Student Union—Queens College, Flushing N.Y.
Member—Board of Directors, Y.W.C.A.—Brooklyn
Betty Hermons' Folic Dance Group
Member (Honorary)—West Chester Women's Lacrosse Assoc.
Member (Honorary)—Stuyvesant Field Hockey Assoc.
Member—Board of Directors American Red Cross, Brooklyn, N.Y.
Member—American Red Cross Steering Committee for North Brooklyn Unit
Speakers Bureau American Red Cross, Brooklyn, N.Y.
Speakers Bureau Queens College, Flushing, N.Y.
1978 Scholastic Selector—Empire State Games—Field Hockey Region 4.
1979 Scholastic Chair—Big Apple Games—Board of Education, City of N.Y.
Field Hockey
1979 Open Chair—Region 4 Empire State Games—Field Hockey
1979 Coach—Region 4 Empire State Games—Field Hockey
Steering Committee—Fulton Park Urban Renewal
School Board Member—Term ended 1974—Dist. #26
Chair—Water Safety Instructor Trainers Committee—1952-1974
A.R.C. Vice Chair—Water Safety Committee—Brooklyn Chap. 1949
Guest Speaker Soroptomist Club of Ocean City, N.J.
Speaker-Career Day Pleasantville High School, New Jersey
President—Stuyvesant Field Hockey Assoc. (3 times)
Selection Committee—Chair, Umpiring Committee—Chair } (Stuvesant Field Hockey Assoc.)
Treasurer and Secretary—Stuyvesant Field Hockey Association
Vice Chair—Northeast Field Hockey Association
Treasurer—Northeast Field Hockey Association
Umpire Committee Chair—Northeast Field Hockey Association
Selection Committee Chair—Northeast Field Hockey Association
Nominating Committee Chair—Northeast Field Hockey Association
Treasurer—N.Y.S. AIAW
Member—AAHPERD and New York AAHPER
Member—Association of Women Physical Educators—New York State

STATEMENT

The only regret I have—and this information is from the grapevine—is that although I was nominated for N.Y.U.'s Hall of Fame I was not admitted because I had not played on a varsity team. I tried out in the 30's and 40's but N.Y.U. did not take Black Women on varsity's—only men. So the "Super Athlete" of N.Y.U. has lost out. I came along too soon.

My accomplishments came to me for key ability—and I appreciate what my instructors at N.Y.U. and the Boston Latin School instilled in me—fair play and accomplishment of one's basic skills. At the tender age of 5 and 6 I had a tennis racket in my hand. Lacrosse and hockey came along when I was 7-8. I have enjoyed all my years in competition. To be frank, I never was aware of my handicap, until the disappointment of not making N.Y.U.'s Hall of Fame. Not getting an Honorary Membership to Northeast Field Hockey Association and the denial of the O'Melby Award were also rude awakenings.

Today, with the many opportunities for women, I would like to see the media really give recognition to women and their sport achievements. If this is done more women will compete in the less popular sports. I strongly believe that education is the staircase to success—and I would rather see young women completing their education than obtaining athletic scholarships and not finishing their degrees.



Courtesy of SARONY, Inc.

Ketura "Kitty" Waterman Cox

CHAPTER THREE

REAL PROBLEMS AND REAL SOLUTIONS

THE AUTHORS

A. Participation Disparities Between Black and White Women

In chapter one of this monograph, the many obstacles preventing the full participation of black women in sport were identified. What has been the extent to which these obstacles have been effective in closing doors of opportunity in sport to black women? Our present state of knowledge does not allow that question to be answered conclusively.

Two studies of the involvement of black and other minority women in the programs of the AIAW give us a starting point in our information search. These studies were completed by Alpha Alexander, Temple University, 1977 and M. Diane Murphy, Florida State University, 1980. The first study was requested by the Commission on the Status of Minority Women in AIAW and the later study was conducted with the full cooperation of the AIAW. The AIAW has, in this and other actions, made clear efforts to diminish the disparities which it has found. Although it is not possible to document that black females are disproportionately under-involved in all areas of sport, it is the contention of the authors that we have enough evidence to justify the need for significant and pervasive affirmative efforts by individuals and organizations in sport to expand black female involvement.

One caveat should be added before we look at the Alexander and Murphy data. Because of the focus of this monograph, the relatively low involvement of black women in sport will be emphasized. This in no way should be interpreted to diminish awareness of the general problem of the relatively low involvement of *all* women in sport nor the even lower involvement of Hispanic, Native American, or Asian women in sport. The expansion of the role of all women in all areas of the sport experience remains the general goal toward which specific efforts like this monograph are directed.

In 1977, Alexander sent questionnaires concerning the involvement of minority women in AIAW, to administrative heads of athletic programs of 705 member institutions of AIAW. These questionnaires were returned by 31% of the institutions. The returns were from all nine regions of AIAW with a low return of 20% from Region III and a high of 39% in Region IV.

In 1978-79, Murphy contacted all AIAW member institutions and asked if they wished to participate in her study. Three hundred institutions indicated they would participate in the study and 205 institutions actually did contribute data in that study.

Athletic Involvement

Tables 1 and 2 illustrate the number and percentage of athletes in AIAW classified by race in the two year's programs under study. In Alexander's study, involvement of black female athletes ranged from zero percentages in synchronized swimming and skiing to 11 and 12% in track and field and basketball, respectively. Whites composed 90% or more of participants in 10 of 13 sports.

Two years later, in Murphy's study, involvement of black female athletes again ranged from zero participation in golf and skiing to 13 and 18% in basketball and track and field. There had been gains, albeit small ones in most cases, in percentages of black female involvement in 9 of 13 sports.

Readers are referred to Alexander's and Murphy's study to review details of the comparisons of black/white proportions to black/white proportions in college populations and in the general population. Suffice it to say, however, that black females are proportionately

Table 1. Number and percentage of athletes in AIAW sports classified by Race. Alexander[1] (1977).

	Black		White	
	N	%	N	%
Badminton	12	6	176	83
Basketball	398	12	2676	84
Cross-Country	19	4	474	91
Golf	1	.2	411	97
Gymnastics	23	3	797	95
Swimming & Diving	11	.7	1563	98
Synchronized Swimming	0	0	92	100
Skiing	0	0	188	100
Field hockey	23	1	1767	97
Softball	74	4	1725	93
Track & Field	229	11	1842	87
Tennis	46	2	1813	95
Volleyball	176	7	2418	90

[1]Alexander, Alpha. "Status of minority women in the Association of Intercollegiate Athletics for Women." Unpublished thesis, Temple University, 1978.

Table 2. Number and percentage of athletes in AIAW sports classified by Race. Murphy[2] (1978-79).

	Black			White	
	N	%	Gain/ Loss	N	%
Badminton	12	8	+	132	92
Basketball	372	13	+	2548	87
Cross-Country	24	5	+	425	95
Golf	0	0	–	216	100
Gymnastics	13	3	N/C	460	97
Swimming & Diving	6	.5	–	1208	99.5
Synchronized Swimming	1	1	+	69	99
Skiing	0	0	N/C	61	100
Field hockey	36	4	+	939	96
Softball	83	5	+	1493	95
Track & Field	308	18	+	1386	82
Tennis	47	3	+	1492	97
Volleyball	156	8	+	1911	92

[2]Murphy, Margaret Diane. "The involvement of blacks in women's athletics in member institutions of the AIAW." Unpublished dissertation, Florida State University, 1980.

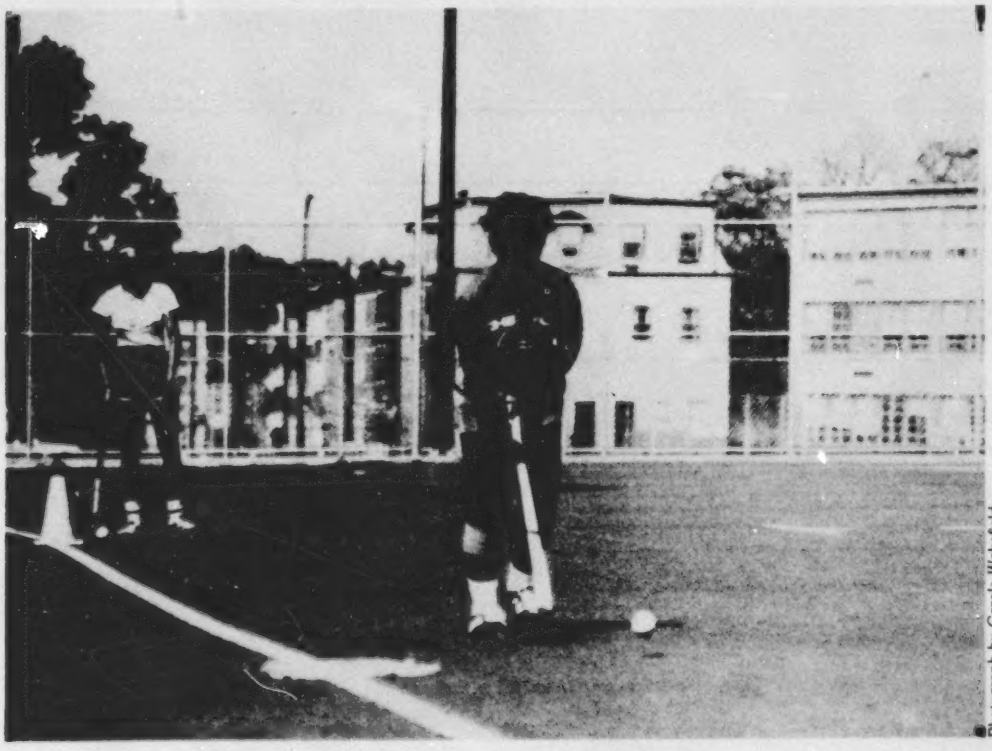
under-represented in collegiate sport participation. This under-representation becomes more obvious when we look at data on leadership roles of coaching and administration. From a positive perspective, in the presence of many barriers to their participation, black women in this country have been involved, to some degree, in 12 of the 13 collegiate sports sponsored by the AIAW in 1977 and in 1978-79.

Coaching Involvement

In Alexander's study, numbers and percentages of coaches of all races and sports were collected. The data were collected on female coaches only. Involvement of black females ranged from zero percentages in golf, skiing, and synchronized swimming to 11 and 13% in basketball and track and field, respectively. Black women composed 5% of all AIAW women coaches in 1977. In Murphy's study, data were grouped differently but black women composed 4% of all head coaches. Certainly the data carries a message that collegiate physical education departments, state certification agencies, and sport-governing body certification agencies need to intensify their efforts to locate and prepare more black women for coaching roles and to hire more of the qualified black women presently available.

Athletic Administration Involvement

The picture of black female involvement in athletic administration which emerged from both studies was similar to that of the coaching involvement except that a slight worsening of percentages was seen in the 1979 data. The inclusion of males in Murphy's data makes even descriptive comparisons difficult. The purpose of this brief glimpse at such data is simply to illustrate the low levels of involvement of black women in leadership in the mainstream of women's collegiate sport. The need to draw more black women into leadership is critical if role models are to be present to speed the involvement of young black females in sport participation. Paradoxically, a larger pool of black female participants of sport seems critical to preparation of leaders in coaching and administration. The solution to the problem of significantly increasing the in-



Photograph by Carole Wakefield

volvement of black women in all levels of sport is not simple. Sport organizations need to identify special task forces, committees, or the like, to devise plans that will work for a given geographic area or given governance unit. It will take courage, creativity, and commitment to overcome the barriers which time and culture have created.

Table 3. Number and percentage of coaches in AIAW sports classified by Race. Alexander (1977).

Total Black = 5%	Black		White	
Other = 95%	N	%	N	%
Badminton	1	5	19	90
Basketball	26	11	195	84
Cross-Country	6	10	54	89
Golf	0	0	29	97
Gymnastics	2	3	64	96
Swimming & Diving	1	1	103	94
Synchronized Swimming	0	0	10	100
Skiing	0	0	15	100
Field hockey	1	1	91	94
Softball	2	2	102	94
Track & Field	13	13	100	83
Tennis	3	2	145	93
Volleyball	9	6	143	89

Table 4. Number and percentage of coaches in Women's Athletic Dept. classified by Race and sex. Murphy (1978-79).

Head	N	%
Black female	39	4
Non-black female	627	62
Black male	13	1
Non-black male	330	33
Assistant		
Black female	16	4
Non-black female	193	53
Black male	16	4
Non-black male	137	38

Table 5. The number and percentage of AIAW athletic administrative personnel classified by Race. Alexander (1977).

	Women's athletic directors	Women's ass't. directors	Sports info. directors	Trainers	Team managers	Statisticians	Secretaries	Facilities managers	Business managers	Equipment managers	TOTAL
Number											
Black	9	1	2	8	14	4	12	3	2	4	59
Chicano	0	0	1	1	0	0	3	0	1	1	7
Indian	0	0	0	1	1	0	0	0	0	0	2
Oriental	0	0	0	0	0	0	2	1	0	0	3
Puerto Rican	0	0	0	0	0	0	0	0	0	0	0
White	164	39	118	149	120	46	168	40	47	77	968
TOTAL	173	40	121	159	135	50	185	44	50	82	1039
Percentage											
Black	5.2	2.5	1.7	5.0	10.3	8.0	6.5	6.8	4.0	4.9	5.7
Chicano	0	0	.83	.63	0	0	1.6	0	2.0	1.2	.67
Indian	0	0	0	.63	.74	0	0	0	0	0	.19
Oriental	0	0	0	0	0	0	1.1	2.3	0	0	.29
Puerto Rican	0	0	0	0	0	0	0	0	0	0	0
White	94.8	97.5	97.5	93.7	88.9	92.0	90.8	91.0	94.0	94.0	93.2

Table 6. Other administrative personnel in Women's Athletic Department classified by position, race and sex. Murphy (1978-79).

	Female				Male			
	Black		Non-black		Black		Non-black	
	N	%	N	%	N	%	N	%
Athletic Director	5	2	140	62	9	4	72	32
Support Staff	5	3	81	50	7	5	68	42
Trainer	0	0	79	39	12	6	110	55

Table 7. Comparisons of 1977 and 1978-79 data on athletic administration positions.

	1977				1978-79			
	Black Female		Other		Black Female		Other	
	N	%	N	%	N	%	N	%
Athletic Director	9	5	164	95	5	2	221	98
Trainers	8	5	151	95	0	0	201	100

B. Reflections of Prejudice

The data which has been presented thus far indicates that only a small number of black females are involved at their highest attainable level in sport. Many obstacles are readily seen in altering this state of affairs. Among them is the prejudice and poor treatment which will probably have to be handled by the young black female. Physical educators, coaches, and athletic directors of black students should take some steps to do the following: assess what damage has already been done in previous encounters in physical education and sport; help students develop some psychological tools to help them deal with future encounters.

There is no easy prescription concerning how to do this. Talking about the issue is often a good way to begin. What follows is a partial transcript of a self-concept enhancement module* administered at Temple University to a group of girls 14-17 years old at a sport enrichment camp. The questioner was a black graduate student. The situations related at the end of the transcript came from older athletes.[3] The transcript exemplifies one process for airing sensitive issues. Such discussions could be undertaken with careful planning, on an individual basis with minority students or athletes, or on a class/team basis in a multi-racial setting. Part of the responses of the black girls in the transcripts are projective and imaginary. Certainly we do not suggest that every black female student or athlete has had precisely these kinds of experiences. On the other hand, to imagine that the young black girl emerges from a racist world unscathed seems unlikely as well. An anti-racist perspective requires that we accept and begin from this premise and explicitly deal with these problems.

Situation 1

Imagine that you are a member of Central High Girls' Basketball team. The first string is composed of five very talented black girls. The team has a perfect 20-0 record and is now in the state championship game. They are playing Knobville High School which has an all-white team. A Knobville player fouls a Central High player and a fight breaks out between both teams.

Q. What happens afterwards?

"There shouldn't be a fight if it was an accident, but sometimes you don't know because people won't tell you. You shouldn't jump to conclusions, blaming something on somebody when they probably didn't even do it."

Q. How did you as an all-black team feel about playing against an all-white team?

"That you knew that sometimes they were going to be prejudiced and just because of the color, they were going to try to push you around and say 'well, we played black people.' "

"I don't think there was any animosity at the beginning of the game, but once the white team made a foul against the black team, they decided this was a chance to turn it into a racial issue and the white team did it on purpose because we are an all-black team."

Q. Well in this situation, what else could have happened?

"The referee could have broken the fight up right then and that was the end of it and then afterwards they could have locked arms and gone home. There still could have been a lot of animosity between the two teams and they could have continued fighting or ended up not being friends and not speak to one another when they meet on the street. Or, they could have been two teams with a compromising level of learning that people do make mistakes and then make up."

Situation 2

You are a member of the North High School Girls Basketball team. You are black and the other eleven team members are white. The team is practicing and you go up for a rebound with a teammate. Both of you come down with the ball but you wrestle it away. As you obtain possession, the other player calls loudly, "you Nigger".

Q. How do you feel in this situation?

"I think I would just brush it off and let it go by as long as she doesn't hit me or touch me."

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*See final pages of this section.

[3]Alexander, Alpha. "Self-concept of young black females through field hockey and ometa module." Temple University, 1981.

"I've had that happen in real life. A girl clipped me and I asked her why did she clip me? It was a white girl and she didn't say anything. She just walked away from me but she called me that name, but I just walked away from it.

Q. Do you feel bad about it?

"In a way, but there wasn't any need for me to fight her. You just have to have good sportsmanship and walk away."

Q. Anybody else?

"It happened when I was away at a white school and a lot of my classmates were prejudiced and we were playing soccer on the field one day and somehow we just collided together and she called me a name. She stood there like she wanted to instigate a fight. She was like all ready to fight me. So I just said I'm not going to fight you because it was an accident that we just bumped into one another. But she said 'you did it on purpose' and she was ready to fight so I just walked away and forgot about it."

"Well this girl's name was Gina and she's in my class. But when I play kickball and I made a strike she got all mad at me. She called me a nigger and I just ignored her, and kept on kicking."

Q. Anybody else?

"I have. Somebody asked me if I was a Puerto Rican when we were playing. I think we were playing (school). The girl came up and said 'Are you Puerto Rican.' I said 'no, why?' She said, 'because we don't like them around here.' So I just kept on practicing."

Q. In most instances, it seems like all of you just ignored the situation and kept on playing, so it really doesn't bother you, that much. Is that what you are telling me?

"Well, I don't like it!"

"It doesn't bother me that much. That isn't going to stop me from doing something. Just because of one little word. Why should I stop at all."

Q. What else has happened when you were the only black on a team?

"My experiences have been that at times we do feel sort of funny, especially at social situations. Your teammates get to be a little touchy, like on the field they get along and everything is good, but off the field they forget about you. You have no status whatsoever on campus and you have to salvage your own identity. Off the field, they might even stop speaking to you.

In traveling you get the picture of 'who's going to take her'. So I was getting pushed around as at to whose house I was going to stay. I was made to feel very ungrateful and uncomfortable staying with certain people."

"Because I was the only black and the rest of the team was white, they didn't want to be my roommate because they knew that I might go to stay with another black family and they didn't want to stay with a black family . . . we all stayed in a big house but we all had separate rooms. I was always with somebody else and when they went out, they went out together and I was just stuck by myself. So when my husband did come, I just said 'forget them'. I did leave (the tour) early because socially it wasn't any fun at all."

Courtesy of Temple University

Discussion Questions

1. Notice how, when in a dominantly white setting, the black girls told of ignoring and walking away from insults. What is good about that? What is the negative, personal cost involved with "walking away"?
2. The black girls in this discussion expected, probably with good reason, that whites would "prejudge" them. Although not desirable, this is normal in a society which has racist overtones. How can white and black students or athletes, signal, in sport and physical education settings, that they will make every effort to play hard and fair and not prejudge?
3. What are some of the awkward situations which can arise when one black player is on a team with many white players or one white player among many black players?

   How can the awkwardness be overcome?

C. Consciousness-Raising Workshops: A Case Study

One of the main premises of this monograph is that there are many enjoyable, exciting, and creative actions that may be taken to improve the environment of physical education and athletics with respect to racial issues.

One such action is the holding of a consciousness-raising "Black Women in Sport" workshop at a local college, high school, or community agency. There are expertise, materials, and issues aplenty to make such a workshop valuable anywhere in the United States, although some geographic locales will have more problems than others.

In the pages that follow is a summary of the first such workshop held at Temple University in 1976. Other such workshops have been held at the University of Iowa and Howard University. Perhaps the description will stimulate you to hold such a workshop in your community.

The workshop was designed to aid all administrators, teachers, and coaches working not only with minority groups, but also with multi-racial sports groups. We hoped that the topics covered would assist in consciousness-raising of both blacks and whites to the unique experiences, problems, and contributions of black women involved in sports.

The five-day conference included over 21 presentations, surveys, panel discussions, and reports. Nearly everyone present agreed that the status of black women in society has a great bearing on the status of black women in sports. Black women face all the discrimination that all women face with the additional burden of racism. There was common agreement that this is especially true in sport.

The opening day of the conference brought three excellent speakers: Dr. Ethel Allen (Philadelphia Councilwoman); Dr. Flossie Shepperson (Professor); Dr. Elaine Blake (Professor). Dr. Allen set the tone for the conference by challenging those participating to eliminate the theory set forth by the "real enemy": that black women should take a back seat role and push black men. She urged black women to join women's groups and become visable and heard. The three opening day speakers gave a very extensive profile of the black woman in society. All three identified racism and poverty as the two major problems confronting the black woman of today. They examined other major historical and contemporary factors which may have contributed to the situation in which the black woman in sport finds herself. These factors relating to the black female included slavery, societal attitudes, educational opportunities, politics, family structure, child rearing, and discrimination.

The second day of the conference was just as informative as the first. Ms. Doris Corbett in her presentation entitled "Myths Surrounding the Black Woman in Society and in Sport" dispelled the myths concerning black women as exactly what they were: myths. These myths included:

- black women are better off than black men because they can generally obtain employment;
- black women have emasculated black men;
- the black society is matriarchal;
- blacks cannot swim—their body composition is too dense;
- black females are more difficult to coach;
- black women can only excel in track and field and basketball;
- the black woman must be a superstar to make the team;

- black females are not intelligent—use them in positions which require speed and not brains;
- blacks are lazy;
- black teams are excessively aggressive.

It was illustrated that the perpetuation of these myths has been one of the reasons for the absence of black female participation in sports. Dr. Helen Solomon followed Ms. Corbett with her research project on fifth grade multi-racial classes. Dr. Solomon concluded that given the opportunity in the particular task involved, black girls out-performed their white counterparts and were subjected to less sex-role stereotyping by the white male students.

Dr. Carey Hughley then presented his study entitled "The Effect of Society on Black Female Sports Participation". The study was conducted using a select set of black female subjects who perceived their participation in team sports as low priority and unfeminine. The same group perceived participation in certain individual sports as acceptable. The results reflected society's classification of feminine and non-feminine sports.

Ms. Dorothy Richey, the first and only black athletic director of a coed athletic program, Chicago State University, told us of the many barriers and almost insurmountable odds in her job.

Dr. Carole Oglesby got the third day of the conference off to a very good start with her presentation, "Psychosocial Context of the Black Female Athlete". Dr. Oglesby explained the pressures placed on the black female to be a superwoman. She stated that the black females have at times been able to use double jeopardy (black and female) to their advantage.

Bessie Stockard amazed many of the conference participants by giving a long list of outstanding black female athletes, many of whom we had never heard. Her presentation entitled "Racism and the Black Female Athlete" was informative and thought-provoking.

A panel of black athletes brought the third day of the conference to a close by relating experiences and feelings as a result of being coached by whites while participating on a team composed primarily of white females.

On the fourth day of the conference, a panel of coaches told of the joys, frustrations, and excitement involved in coaching black female athletes. Various coaching situations were analyzed with regard to the white coach coaching an all black team or all white team, the black coach coaching an all white or all black team, and the black or white coach coaching a multi-racial team. Interesting insights into the advantages and disadvantages of each situation were addressed.

Delores Williams followed with an excellent presentation entitled "Recreational Sport as It Existed and Now Exists for Black Women" in which she presented imaginative programs for the urban areas.

Ms. Nikki Franke presented a survey conducted at the 1976 Olympic Games. The survey revealed that the families of the black female Olympians are in a middle or upper middle economic bracket. Her study also showed race and poverty as major problems affecting black female participation in sports.

The last day of the conference was sparked by the presentations of Ms. Tina Sloan and Mr. Frank Green. Ms. Sloan made the group aware of the many contributions of black women in sports since 1914. She stressed the need for children's books on black females in sports. She also stressed the need for more positive public relations on the accomplishments of black female sport personalities. Mr. Green concluded the conference with a presentation on the future of the black female athlete which was quite thought-provoking. He insisted that black women must be assertive in their approach.

When trying to sum up the conference, these words from the Kerner Commission Report come to mind: "We have provided an honest beginning. We have learned much. But we have uncovered no startling truths, no unique insights, no simple solutions."

The intent of the workshop was to produce meaningful and measurable results. We hoped that the speakers would motivate the participants to continue working on ideas and programs after they left the classroom setting. Well, people went to work. We are extremely proud and excited about what they did and what they are doing.

Here are some of the designated tasks undertaken at the conclusion of the workshop:

Courtesy of The University of Pennsylvania

- To develop a list of noteworthy black women in sport in hopes that some of the listed women would be included in the book, *Outstanding Women in Health, Physical Education and Recreation*. We have accumulated many names of black women who meet the criteria. Alpha Alexander and Val Howard are presently updating the list. We hope to submit some outstanding black females in sport to the authors of the projected book sometime soon.
- To promote more black women in sport workshops.
  A. We are going to have the 2nd Annual Black Women in Sport Conference at Temple University this summer from August 8th-12th.
  B. Doris Corbert will be having a conference at Howard University in Washington, D.C. August 22-26th.
- To begin a black caucus of coaches. With the help of the conference participants, we created an organization called Black Interested Coaches (BIC). We now have about 50 members who are coaches, PE teachers, recreation leaders, and sports writers. The group has given clinics, will give a stipend to a deserving black female athlete, and in general, extends supportive educational services to its members.
- To promote more women's coaching workshops for junior and senior high school coaches and students.
  A. BIC has sponsored a gymnastic clinic.
  B. Fencing clinic—65 urban youth attended.
  C. A lacrosse clinic in May.
- To improve the attention of black women in sports in the media by contacting specific people in radio, TV, and various magazines.
  A. We had great press coverage of the workshop. We appeared on one TV show, two radio shows, and in the majority of the local papers.
  B. Last week Nikki Franke did another radio show explaining the function of BIC.
- The inclusion of more black women sports groups and individuals in professional organizations and affiliations.
  A. We were included on the program at the Eastern AAHPERD Convention.
  B. This is probably the first session on black woman sport at a national AAHPERD convention.
  C. AIAW is forming a commission to study the area of minority involvement within their organization.
  D. We have noticed that some other sports organizations are aware of their exclusionary policies and are actively trying to include black women as part of the membership and on the agendas of their programs.
- To compile information concerning the proceedings of the conference and distribute the information to high schools and colleges throughout the area. Alpha Alexander and Val Howard are working on this. We hope to have the summary completed for our second conference.
- To begin action to induct Inez Patterson into the Temple University Women's Hall of Fame. Through research we discovered that in 1927, Inez Patterson was a tremendous black athlete for Temple. She starred in basketball, softball, track and field, swimming, dance, and the all-college hockey team. We thought she should definitely qualify to be a member of the Hall of Fame. We have submitted her name. When her

name was mentioned, some of the committee members recalled her extraordinary athletic talents. We hope that she is included in the Hall of Fame next year. It would be great for young black women to know that we had and still have black women superstars like Inez Patterson.

- To prepare a statement to the Philadelphia Directors of Physical Education and Women's Supervisory Board, directing attention to the inclusion of various sports in the curriculum for black students at all schools. We fortunately had people in the class who were on the supervisory board and they are pushing the administration to provide a variety of programs in our urban black schools.
- Prepare a letter to the Philadelphia Board of Women's Officials, urging the recruitment of black women in the various officiating fields. Through our direct efforts I know that we have helped to qualify five additional black officials, one in hockey and four in basketball.
- Prepare a letter to be sent to Federal City College, urging that Bessie Stockard be retained as basketball coach and censuring the action taken thus far. That letter was sent.
- For participants of the workshop to write letters to the heads of the physical education department and dean of Temple University concerning the success of the workshop. Thanks to their efforts we are getting much more support for our next conference.

As a direct or indirect result of the conference, two black women decided to enter the Temple graduate program in physical education. The conference also motivated another black woman to pursue a career in sportswriting and another to undertake a career in the social psychology aspect of sport with an emphasis on the black female.

So you see it really was a *work* shop. We have completed a lot of work and we hope to accomplish much more.

A Conference Participant

D. White on White Racism Work*

The action steps previously described in sections B and C involved experiences in all-black or mixed/integrated settings. There is yet another approach to these problems which has been labeled white-on-white racial awareness training. This last section of Chapter Three briefly describes this approach and why it has been devised. The briefness of the description should *not* be interpreted to mean that this approach is simple or that it is to be entered into casually or without preparation and leadership. It is intended to be an introduction only. It is intended to give information about another alternative way of progressing towards building a better context for the development of the black sportswoman, and others. Readers wishing to delve deeper into white-on-white racism awareness training are encouraged to read the bibliographical references and/or contact personnel in the Black Studies or Psychological Education programs at a local college or university.

One of the primary reasons why white-on-white training was conceived was because of the awareness development of a re-focusing problem in race relations in the United States.

*This discussion depends heavily on the work of Valerie Young, cited in the bibliography.

Photograph by Carole Wakefield

The majority white population were seen to view racial matters as a "black problem". This "problem" was often discussed in terms of questions like "why do they . . .? why don't they . . .? how come some of them are so . . .? and what do they want? (8) Barndt (1), Terry (7), and others believed that the problem was really with white America.

> "If there are racial ambiguities, conflicts, and contradictions in black America, it is only because these factors are deeper and more far-reaching in white America." (7, p. 15)

> "America's racial problem is not a minority problem; it is a majority problem. . . . All the programs in the world aimed at changing minority people and the conditions of the minority community will be useless because they do not change the institutions and structures that create and control the conditions in the first place," (1, p. 21).

If racism is re-focused as a white problem, then how can whites solve this problem without further exploiting the black community? Since Dwight Allen's tenure as Dean of the School of Education at the University of Massachusetts, there has been a good deal of effort expended in attempts to answer this question.

A doctoral student, James Edler, suggested a three-step procedure for the examination of racism:

1. acknowledge racism and its effects;
2. include yourself (if white) as part of the problem;
3. become actively anti-racist (2).

Young, also a doctoral candidate, concluded that Step 2 was a particularly difficult one and that many whites tried to go from Step one to three directly. She invited whites to test themselves on Step 2 by examining whether one had ever played the following *Games:*

- "I'm not a racist because. . . ."
- "I wasn't brought up racist. . . ."
- "I don't notice color . . ."
- "Some of my best friends are . . ."

Robert Terry is cited,

> "American culture is color-conscious . . . racism is not just the consciousness of color, but what is done with that consciousness. To overlook that fact is to assume that the black experience and the white experience in America are identical. (7, p. 19).

In seeking to enable white people to move through the three-step racial awareness training, Katz noted that whites are often confused about how they can learn about racism without the presence and assistance of blacks. She developed a handbook of exercises for just this purpose (4). In explaining her approach she states,

> ". . . many white people have developed their racist attitudes without every having any contact with Third World people, therefore . . . the group can explore their racism without Third World people having to be present . . . White people learn from them about racism but what do the Third World people learn? The question becomes for whose benefit would it be if the group were mixed?" (4, p. H-16)

Thus, white-on-white racial awareness training was born. This monograph takes no position on what approach is *the best* for racial awareness development. It would be premature and presumptious to do so. Various approaches have, however, very impassioned disciples. Each of us, black and white, will need to find the path to our own growth; but it seems important to at least get on the road!

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CHAPTER FOUR

CROSS-CULTURAL STUDY: NIGERIAN WOMEN IN SPORT

DR. J. A. ADEDEJI

Dr. Adedeji is a professor at the University of Ibadan, interested in the area of sport psychology.

The black woman in the United States has a rich heritage from the African continent as well as from her ancestors in this country. The nature of this African heritage in the areas of physical education and sport, is not clear to us. The histories of our field tell us much of the European contribution and little, if any, of the African. The article which follows in this monograph is not an effort to accomplish the task of seeking the African roots of black sportswomen. It merely gives us a glimpse of the African sportswoman who shares some differences and similarities with the American black sportswoman. In relation to the obstacles and challenges to be faced, the similarities between the two may be more obvious than the differences.

Each culture assigns roles to the various individuals within the society. One status distinction is made between male and female roles. This has implications for physical activity because sport has primarily been male-oriented.

Margaret Coffey in discussing the acceptance of American women into sports summed up the development into four periods:

Idealization	(1980-1919)
Emancipation	(1920-1929)
Socialization	(1930-1943)
Participation	(1944-1965)[1]

During the idealization period womanly virtues included being genteel, shy, fragile, conventional, and subordinate to the male sex. In relating this period to Nigeria, I carried out an investigation on a small scale which revealed that 80% of Nigerian women still operate at that level. The culture of some ethnic groups in the country also favour the idealization practice. Typical examples are the Hausa, Fulani, and the Yoruba. In Bendel, Anambra, Imo, and Rivers States, it is a common sight to find women deviating from the idealization practice. They till the soil, use bicycles as taxis while carrying high heaps on the carriers. Among them the slogan "what a man can do a woman can also do" is very realistic. It may not be far from the point to accept the assumption that this way of life is responsible for the success of women athletes from these states in almost all non-contact and contact sports and games.

At the Emancipation period in Britain and U.S.A. (1920-1929), women were allowed more freedom although their role did not change in the public eye. In most parts of Nigeria it was a common practice among women to accept their role to be wholly domestic—cooking, home craft, and childbearing. Those who were more concerned about public opinion adhered strictly to their womanly virtues. It was not until early in this century that one could really talk about Nigerian women emancipation in sports. One could talk about netball in some girls' school like Queens College and Anglican Girls' Seminary. In the other mission girls schools, women were compelled to keep to the universal Christian norm to be shy, genteel, and fragile. This agreed with sanctioned indigenous feminine practices, hence its effectiveness in keeping Nigerian women away from sports for such a long time.

1920-1929 was the period for socialization among women in the western world. At that

[1]Coffey, Margaret A., "The Sportswomen—Then and Now." *Journal of Health, Physical Education and Recreation* 36:38-40.

time women in those parts of the world, Europe, and America participated in more sports. The sports included badminton, soccer, softball, and skating. At that time, Nigerian women were still indifferent to sports and games. They hardly even watched games for the fear of being branded tomboy. The men had a hostile attitude toward women who attempted to socialize with men on the same level of activity. The men who condescended to that level were scorned and abased.

The beginning of women's active participation in sports in the western world started between 1944 and 1965. Sportswomen in that part of the world were recognized for their active participation in a variety of activities. In Nigeria, however, it was not until 1950 that Mrs. J. R. Bunting and Mrs. Irene Fatayi-Williams organized sports for women.[2] Their interest was for competitive track and field events for women in the secondary schools. The first outstanding lady participant in sports was Miss Florette Iyo, now Mrs. Kiri. In 1952 she cleared 4 ft. 9 ins. in the high jump.[3] In the broad jump event, Miss G. Bob Manuel came first with a jump of 15 ft. 4½ ins.[4] Toward the end of the fifties, Nigeria produced some women athletes who were prominent both at the national and international competitions between Ghana and Nigeria. Among those who showed great prominence were Clarice Ahanatu, Amelia Okoli, now Mrs. Amelia Okpalaoka, and Mope Obayemi, now Mrs. Akinola. Before these athletes quit the athletic scene, they were joined by new breeds of athletes who altered the whole outlook of women's participation in sport. The most outstanding among the new breed were: Jumoke Bodunrin, now Mrs. J. Adebo; Margaret Bifarin, now Mrs. M. Odelusi; Ronke Akindele, now Mrs. R. Eyinade; Titi Adeleke; Miss Violet Odogwu, now Mrs. V. Nwajei. Most of these athletes took part in one or two Commonwealth Games. It must be noted at this point that Ronke Akindele participated in both the

[2]Fatayi-Williams, Irene, "Progress in Nigerian Women's Athletics." *West African Review* 26:393.
[3]Ibid.
[4]Ibid.

Courtesy of Temple University

Commonwealth and the Olympic Games. However, but for traditional demands on these girls and other socio-economic problems of our society, these girls could have won for themselves and the nation, international fame in both the Commonwealth and Olympic Games.

Sports or any vigorous games have always been considered the prerogative of the male. The reasons against female participation in sports stem from Nigerian culture and from the acquired Victorian culture from the Western World countries. Men regard female athletes as masculine because sports require some degree of masculine strength. This however, is contrary to the delicate image assigned to women by the Nigerian public.

Another reason goes back to the rise of women's athletics during the 40s and early 50s in schools and colleges in the southern part of Nigeria. Many women's teams were coached by men who used the same training and same programme as they did for men. As a result, women began to imitate men in behaviors and manners in an effort to be accepted into an all-male citadel. The practice of wearing long and short pants by women was not easily accepted into the norm of the society. The more still affects the behavior patterns of the majority of Nigerian girls when participating in sports and games. Some of them, no matter how well dressed they may be, perform below their standard. This happens when they become conscious of the minimum clothing on them for the competition. It must also be noted here that the practice of asking male teachers or coaches to handle women athletes and school girls was vehemently opposed by mission school authorities. There is also the peer group taboo which discourages women participation in sports and games. Boyfriends reject girlfriends on the basis of the girls' participation in sports. The premise of their action is based on the fear of alleged malfunctioning of some female organs in women who participate in sports. This attitude haunted the imagination of the girls. All these factors were responsible for the delay in allowing women emancipation in sports.

Today Nigerian women are accepted in sports more readily than before. It is the activity choice that marks the distinction between masculine and feminine labelling. Sports that reflect aesthetic values are looked upon favourably as acceptable to women. Dance, aquatics, and individual ball games like tennis, golf, and badminton reflect graceful movement. Skating could be easily absorbed as a feminine sport, but not boxing or gymnastics. Activities like throwing the discus, putting the shot, or field hockey, even though having female participants, are looked down upon as not being feminine in nature.

Horseracing has always been primarily an all-male sport. Recently in Europe and America, women jockeys have tried to enter races only to be met with boycotts by the men. This protest is partially due to a fear of losing to women. Not only would there be an economic loss but because male jockeys are small in stature, their masculinity would be threatened.[5]

Women are accepted in sports as long as they compete amongst themselves. As soon as competition with a male arises, a new perspective shows up in the picture. The concept of the feminine role with respect to the male ego implies that a female should not beat the male.[6] As soon as a woman challenges a man in the sports world, she is challenging his masculinity. This contradicts the role of a woman in an African society where women are to be seen and admired and not to be heard. The role of the man is to be aggressive and domineering over woman. To deviate from this norm is to debase one's masculinity.

In recent years in Nigeria, girls have attempted to obtain sports scholarship in areas such as track and field, tennis, table tennis, and volleyball. The reason given is that women's programme has failed to develop more competitions for girls. To find out how people in Ile Ife township feel about women partaking in sports for recreation, human equality, competition, human relation, friendship, and keep fit purpose, an investigation was conducted among three sets of people: undergraduates; university workers; township workers. The random

[5]Metheny, Eleanor, "Relative Values in Athletics for Girls." *Journal of Education Sociology* 28:268.
[6]Metheny, Eleanor, "Lady Jockeys? Who Needs 'em?." *Sports Illustrated* 29:27.

Table 1. Opinions of Undergraduate Women On Women Acceptance In Sports

50 Responses

Cause of Participation	Yes		Undecided		No	
	#	%	#	%	#	%
Recreation	40	80	—	—	10	20
Human Equality	45	90	—	—	5	10
Competition	30	60	5	10	15	30
Human Relation	35	70	3	6	12	24
Friendship	20	40	6	12	24	48
Keep Fit	38	76	4	8	8	16

Table 2. Opinions of Undergraduate Men On Women Acceptance In Sports

50 Responses

Cause of Participation	Yes		Undecided		No	
	#	%	#	%	#	%
Recreation	35	70	5	10	10	20
Human Equality	15	30	3	6	32	64
Competition	40	80	2	4	8	16
Human Relation	40	80	4	8	6	12
Friendship	45	90	1	2	4	8
Keep Fit	42	84	2	4	6	12

Table 3. Opinions of University Women Workers On Women Acceptance In Sports

25 Responses

Cause of Participation	Yes		Undecided		No	
	#	%	#	%	#	%
Recreation	10	40	6	24	9	36
Human Equality	20	80	1	4	4	16
Competition	16	64	3	12	6	24
Human Relation	12	48	2	8	11	44
Friendship	18	72	2	8	5	20
Keep Fit	19	76	3	12	3	12

Table 4. Opinions of University Men Workers On Women Acceptance In Sports

25 Responses

Cause of Participation	Yes		Undecided		No	
	#	%	#	%	#	%
Recreation	15	60	3	12	7	28
Human Equality	8	32	2	8	15	60
Competition	12	48	5	20	18	72
Human Relation	17	68	1	4	7	28
Friendship	18	72	4	16	3	12
Keep Fit	20	80	1	4	4	16

Table 5. Opinions of Township Female Workers On Women Acceptance In Sports

40 Responses

Cause of Participation	Yes		Undecided		No	
	#	%	#	%	#	%
Recreation	35	88	2	5	3	7
Human Equality	38	95	—	—	2	5
Competition	25	63	3	7	12	30
Human Relation	34	85	1	3	5	12
Friendship	36	90	2	5	2	5
Keep Fit	32	80	3	8	5	12

Table 6. Opinions of Township Male Workers On Women Acceptance In Sports

60 Responses

Cause of Participation	Yes		Undecided		No	
	#	%	#	%	#	%
Recreation	55	92	—	—	5	8
Human Equality	15	25	10	17	35	58
Competition	45	75	3	5	12	20
Human Relation	56	93	1	2	3	5
Friendship	58	97	—	—	2	3
Keep Fit	47	78	3	5	10	17

sampled population was a combination of men and women. In my interview with the undergraduate women population, 90% of the women felt that equality between men and women could be demonstrated through sports while only 30% of the male workers were of the opinion that equality of men and women could be expressed through sports (see Tables 1 and 2). Among the undergraduate women workers 80% of them felt that the equality between men and women could be gained through sports. Only 32% of the male workers supported the idea of equality between men and women through sports (see Tables 3 and 4). Ninety-five percent of the female workers in the township felt that women can gain equality with men through the playing of games. However only 25% of the male township workers felt that women should participate in sports and games to gain equal status with men (see Tables 5 and 6).

The women favouring competition felt that it would help the sexes to understand each other and be a preparation for recreational activities. The majority of women against competition felt that the women would be regarded as "female men". The men favouring the participation of women felt that sports should be representative of both men and women. They also believed that it would provide women with a competitive challenge and foster the concept of equality of the sexes. The men who were against it felt it would be in opposition to the concept of the role of the female in Nigerian society. Other reasons given were the psychological trauma it would cause, the problem of team positions, morale factors, hinderance of the male's performance, emotional differences, and the belief that sports are becoming one of the sex distinctions in our society.

When asked how they would feel competing against a member of the opposite sex, the women felt that it would depend on the opponent and the situation. The majority believed there would be psychological pressure which would make them feel insecure. The men had mixed feelings about competing against women. Some felt that they would have a strong desire to beat them while others felt they may hold back. The majority of men expressed concern over the possibility of losing to the women. They felt that their worry would be not only for themselves but also for what their friends would say about them.

The main fear of not accepting women wholly into sports is based on public opinion and the concept of the female in Nigerian society.

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CHAPTER FIVE

TOWARDS A BETTER DAY

PHILOSOPHICAL BASES OF WOMEN IN SPORT

DR. CAROLE A. OGLESBY

Introduction

This monograph, and other contributed information clarifies that there is a need for improvement in experiences of physical education and sport for black females. In Chapter Five we want to emphasize that each one of us can help to move towards a better day if we make and keep a commitment to do so. The first paper encourages people to examine closely the characteristics of the master/slave human relationship and urges the abolition of such relationships whenever they exist. The second paper speculates about the positive and negative aspects of the future of black women in sport. Further steps are suggested to maximize the potential of the positives and to convert the negative potentials to benefits.

The creator has given each of us a specific span of time, a specific array of gifts and weaknesses, and a specific life circumstance, all for a simple and profound purpose. We are to both *find* and *create* our authentic selves. We reach inward to discover naive talents; we reach outward to others, to choose processes of self-perfection which enable us to reach our limits of potential.

The finding and creating of authenticity requires freedom. There is no discovery without the freedom to search. There is no *choosing* nor *creating* without the option to be rejected or embraced. To be without freedom is to be held in bondage, to be a slave. In the simple moral system I have outlined, the state of existing without freedom is never a proper state for a functioning human being. This is a truism to which surely all but the most perverse must subscribe. What isolates us from one another is our differing understandings of the *forms* enslavement can take and our varying understandings of the actions needed to gain freedom.

It is instructive to review here the work of Dr. Pauli Murray, recipient of law degrees from Howard University, University of California at Berkeley, and Yale University. Dr. Murray has since earned a divinity degree and is an episcopal priest.

Murray, in an article in the *Anglican*

Photograph by Crystal Smith

Theological Review views with concern the schism between the black and feminist liberation movements. She states that while "these are the two most important theologies of liberation in the United States . . . there is an undeclared war brewing between them." She points to the historical parallel in the 19th century when "women leaders who supported the abolition of slavery became alienated after the Civil War as they saw their own concerns shunted aside by white male legislatures who extended suffrage to black males only." She warns that this can happen again unless the trap is avoided: "The interstructuring of oppression by sex, race, and class creates intermediate tensions and alienations . . . each group tends to suppress the experience of its racial and sexual counterpart. The black movement talks as though 'blacks' meant black males. In doing so it conceals the tension between black males and females. The women's movement fails to integrate the experience of black women and poor women and so fails to see that much of what it means by 'female experience' is confined to those women within the dominant class and race."

We must transcend our differing understandings of enslavement and its resolution. To be held without freedom requires a holder, personified in the master, but buttressed by a cultural ideology which legitimates supremacy and inferiority. The question "who is master, who is slave?" has had a terrible and unmistakable meaning in the history of this country and any improved future must take that past into account. Additionally, however, I believe we can benefit from the exercise of questioning every human relationship based upon an assumed supremacy-inferiority relationship. Of particular importance to us are relationships between women and men.

The mirror which black culture has held before all of us has intensified the sense of abhorance felt about master-slave relations no matter how beneficent the control is intended to be. For example, consider Porgy in George Gershwin's *Porgy and Bess*, the opera based on W. B. B. DuBois' *Souls of Black Folks*. Porgy, in one of the loveliest pieces of American lyric opera, sings "Bess, you is my woman now." His love is real; but could not the same words have been uttered by a white overseer? Could not the words have been uttered by any male to a white Bess?

A woman "owned or kept" in any way, shape, or form, is a woman in bondage, without the freedom of important life options. People "belong to one another" only by mutual giving and in continual renewal.

The coming to awareness of conciousness-raising of the discrepancy between the rightful state of freedom in which we should exist and the limited options actually available—is often accompanied by rage, what Barbara Deming has called exquisite, redeeming rage. This rage seems usually directed towards "The Masters," be they white, male, or both. This sense of rage, or outrage, seems to me inevitable and valuable, but it must be transcended lest it eat alive the outraged one. Primarily this is because at the base of that rage is a sense of being victimized, of being powerless. This is not a true state. A functioning human being is never totally without power. Wherever we have been enslaved, we have in some way given assent. We have allowed the condition to develop or persist.

These statements are not intended as indictments of the two disadvantaged groups I wish to deal with today, blacks and women. I wish only to emphasize that if the pattern of master-slave, supremacy-inferiority relations is to be broken, it is most probably the enslaved who must first resolve, "this must change, you (master) and I (slave) must change." In this I am merely paraphrasing the non-violent, civil disobediance philosophy of the black civil rights movement and that of pacifist Barbara Deming. In exemplifying this I again cite Pauli Murray speaking of Dr. Martin Luther King, Jr. "For him, non-violence was not a capitulation to weakness and fear; rather non-violence demanded that difficult kind of steadfastness which can endure indignation with dignity. For King, non-violence always attempted to reconcile and establish a relationship rather than humiliate the opponent. For him, non-violence was always directed against the evil rather than against the person responsible for the evil." The rage is not mitigated, but transformed into positive energy and power when we accept our past unwitting complicity in the master-slave relationship and determine that we all must change.

Courtesy of Temple University

Thus, to me, the creation and effectuality of planned change is a preeminent life goal. For me, changing and perfecting is a part of my personal search for authentic self. A serious danger can befall us in this quest and it is this danger upon which I will now focus. When each one of us becomes aware of the ways in which circumstance (including that of other individuals) can limit our options and growth, when we determine to change circumstance, when we possess talent, perseverance, ambition, then there is a likelihood that we will become master, rather than slave. We find our own power and exercise it over others without their consent. To borrow the concept of psychiatrist-theorist Paul Watzlawick, this is first-order change—a re-ordering within the system which leaves the basic operation of the system intact.

I can hear the more pragmatic among our number saying "Yes, let me become Master—then I can re-structure the system." I'm skeptical about whether this works, whether the new Master can be expected to complete the re-ordering of the system; but my mind is still open to this in one respect at least—the re-structure of the system is acknowledged as the primary goal. That restructuring of the operating rules of a system is what Watzlawick would call second-order change. Thus second-order change is our mutual goal, specifically . . . in the world of sport and athletics.

Watzlawick describes two serious blocks to second-order change. The first is the denial that a problem exists, denial that fundamental change is needed. With regard to the limited options for women in sport, the dominant response of the institutionalized establishment of sport over the past decade has been a denial that a problem exists. Watzlawick states that anyone or any group which insists that a problem exists, in the face of such denials, is labeled either mad or bad. Woman (as individuals) and AIAW (as a group) have been castigated as mad, bad, or both for insisting that Title IX was a necessary step in remedying systematic problems in the sports world.

Likewise black women met resistance from many quarters when they insisted that being *black and female* posed special problems and challenges. "You don't have any problems

that we don't have" comes the response from many white sportswomen with the implied injunction that it is mad or bad to "separate" concerns in this manner. Denial that a problem exists blocks second-order change.

So also does the requirement that no solution be utilized for a problem until the perfect solution is possible. Watzlawick calls this the "utopia syndrome." If problem denial has been the dominant response of the male sport establishment blocking effective change, then surely the utopia syndrome has been the dominant response of the female physical education-sport establishment, at least until the mid-1960's. The philosophical basis for women's sport has been rather clearly identified since the 1930's. For example, I imagine many of us remember being taught the importance of that triangle priority system: first, instruction in sport for all; second, intramural sport for most; third, elite sport for the few. In this priority system the philosophical basis was a utopian solution to problems in the sporting world, and no partial solutions were acceptable. For a long time no second-order change was brought about by women physical education and sport leaders.

But then came the effective civil rights movements of the 60's. We learned some techniques for dealing with sexism and racism in sport at the individual level, at the institutional level in organizations like the NCAA, AIAW, USOC, and at the cultural level where ideologies of supremacy/inferiority underlie the entire system organization.

This "system of self-perfection" which we have outlined is barely begun but I think we must unendingly remind ourselves of the second-order change imperative. We should not be satisfied to become the "new Masters". The creation of AIAW, the creation of a powerful black and/or minority caucus within AIAW, Title IX regulations, and the Amateur Athletic Act do not mandate second-order change. They permit us to become *new* masters of the old system.

We desire to move from the periphery of the sport social structure to its center while insisting on the validity of our view of the sporting experience rather than adopting the presently dominant view of that experience.

Our view of the sporting experience, in the past called "women's sport," and which I would now call "the expressive elements of sport" includes at least three traditional dimensions and can be perfected by incorporating another dimension extracted from the black cultural experience. From the traditional women's sport framework:

- the inherent worth of sporting experience for *all*, for each at her/his ability level;
- the inherent value of *both* women's and men's involvement in all aspects of sport (as teachers, trainers, coaches, administrators, and officials as well as participants);
- sport's purpose being the good (that is, the development) of those who play, including
  a. continual involvement of the player-athletic in the planning, conducting, and evaluation of the experience
  b. sport experience in balance with other areas of life
  c. sport experience which is humane and non-exploitive.

These dimensions of the sport experience are completely compatible with, and potentially expanded by, concepts about the sport experience emanating from black sports theorists like Harry Edwards, Mal Andrews, and artists like Ntasake Shange. These writers speak of the ultimate importance to the black performer of style, authenticity, autonomy—to be owned and controlled by no one, to be in one's performance, only one's self, and *for* one's self.

We are moving and being moved from the periphery to the mainstream. The pressures to assent to the exaggerated dominant value structure may seem inexorable, to accommodate, to stop short of the second-order change goal—which I identify as being the end to domination-oriented thinking. Certainly the achievement of the goal is a utopia but if we know where we are going, even the smallest steps forward can be cause for celebration.

In closing, I particularly appeal to readers who are female and black, to continue the examination of your life experiences, to identify the threads of style, authenticity, strength and sensitivity running through them, to value them and share them (whether wanted or not by those around you) in whatever form is yours, in stories, in performing, in formal speeches, or in research. You are needed.

THE FUTURE OF BLACK WOMEN IN SPORT

TINA SLOAN GREEN

Introduction

What is the future of Black Women in Sport? Our predictions are based on discussions and interactions with contemporary black female athletes, administrators, and coaches. All agree that economics will be one of the main factors that will affect the future of Black Women in Sport. As the economic status of blacks increases so too shall their ability to participate in sport. Historically, most black women have not had time to play games. It was necessary to work for a minimal salary and spend leisure time mothering and tending to household chores. As the black male and the black female become more affluent, they will have more time and more money to pursue sport activities. But more importantly, they will be able to afford to enroll their young children in sports programs. Increased economic security will permit their children to pursue sport and other extracurricular activities without having to mind younger sisters or brothers or to hold after school jobs.

Although there will be an increase in the numbers of affluent blacks, there will still remain that large segment of the black population which will remain poor. For black women who are struggling to make financial ends meet for their families and themselves, who are struggling to provide the basic necessities of life, sport will remain a frivolous commodity which they have neither the time nor the energy to pursue.

Recreational Sport and the Black Female

However in the future, black children growing up in low-income environments can have more access to sports than has been the case in the past. The scope and quality of recreation programs in urban areas has improved and should continue to do so. Title IX and feminist activists have forced agencies and sports organizations to provide equitable sports activities for females. Consequently we will continue to see more and more black girls involved in league basketball, track and field, and softball. Many of the new facilities that are being built in urban areas have tennis courts, pools, and outdoor fields. As whites flee the city, they leave behind facilities with pools, courts, and fields. The availability of such facilities in black neighborhoods puts pressure on the recreation leaders to provide instruction and supervision in swimming, tennis, field hockey, and other sports.

Various sports organizations will continue to be pressured to initiate grassroots programs in urban areas. Since most sport groups are receiving Olympic development funds it will be imperative that they make an effort to expand their services to urban areas. In the future the tennis association, AAU, USFHA, and others will be making visible attempts to service the grassroots black population.

The YWCA's, girls' clubs, and the girl scouts have changed their philosophy about what the young girl should do. They now see that girls are not only interested in sewing and cooking but many have interests in sport. Consequently these organizations will also encourage sports activities in their programs. Since many Y's are located in the city and their former white clientele has moved to the suburbs, the Y leadership will be forced to gear their programs toward the black and hispanic population that now occupy the neighborhoods.

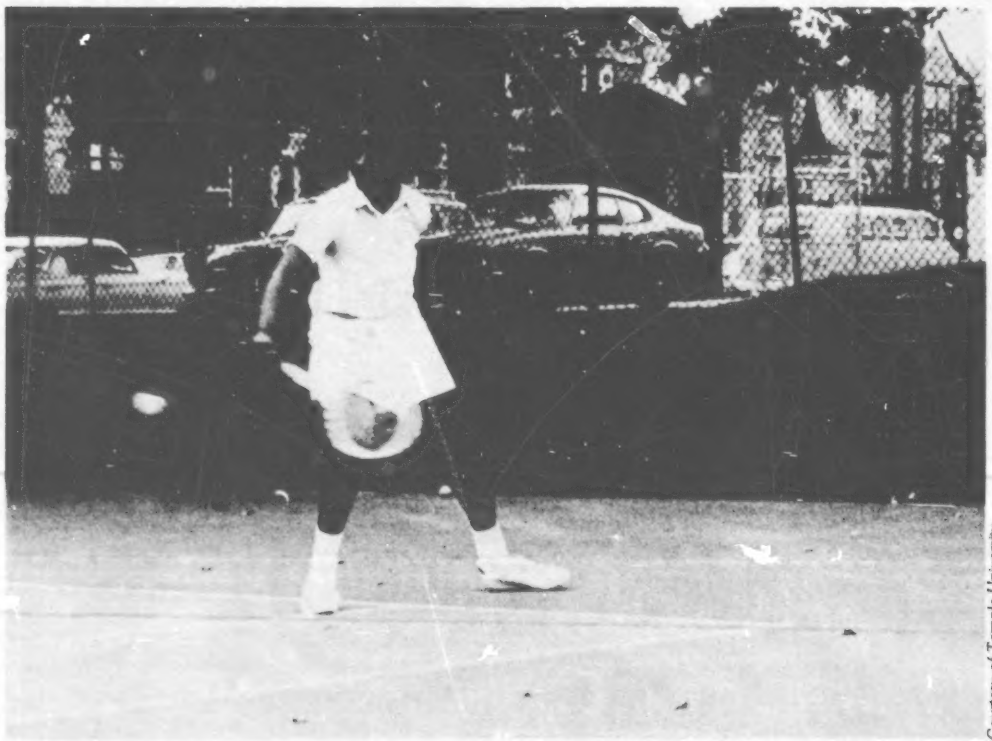
Elite Sport and the Black Female

The increase of sport programs and facilities in urban areas will definitely result in an increased participation in sport of black females on a recreational level. However, in order to

effect a significant increase in the number of highly skilled black female athletes, the quality of programs (facilities, instruction, support services) must be improved. Unless the programs in the black neighborhoods can compete in quality with the established white programs, it is doubtful that many black female champions will be produced from these programs in the next decade.

The possibility of an athletic scholarship will encourage many exceptional black female athletes to pursue their sports seriously. Title IX has forced universities all over the country to offer scholarships for girls. Just as black males have used scholarships in the past as a means to acquire an education and a profession, so too will black females. Consequently black female athletes will be attending top name colleges that were previously out of their economic and social range. In their quest for a championship team, it is important that colleges do not exploit the black female athlete. When a university offers a minority student an athletic scholarship and accepts her into the institution, it is imperative that it also provide all the support the student needs for academic survival. Black female athletes must make sure that they earn a degree as well as four varsity sport letters. After four years of collegiate participation, the opportunity to enter the professional sport arena will be very slim. It is unlikely that professional basketball or professional track and field for females will flourish in the next decade.

Black female athletes will infiltrate the top money-making sports of golf and tennis only if proper financial backing is found for the young black girl. Currently promising white tennis and golf pros are beginning to train at ages 6-8. Most have parents who are professionals or who have access to money and expertise for training their daughters. Some have moved to different climates in order to practice year round. According to *Ebony*, Zena Garrison, who is only 17, could become the top woman tennis player in the world. We can also expect great things from Leslie Allen, Diane Morrison, Kim Sands, and Renee Blount. People like Arthur Ashe, Althea Gibson, Bill Cosby, and John H. Johnson of Johnson Publishing



Courtesy of Temple University

Courtesy of Temple University

Company have helped in a great way with these young black tennis players. It is unlikely however that the black female tennis or golf pro will suddenly emerge from the collegiate scene in the next decade without extensive training.

Increased media exposure is an important advantage that the upcoming collegiate black female athlete will enjoy, which will generate more visible black female role models. For black youth the old sayings "seeing is believing" and "a picture is worth a thousand words" are appropriate. Minority role models in sport will make children and parents, believers. If youngsters have the opportunity to watch highly skilled black athletes on television, their motivation to pursue the sport will increase.

College Sport and the Black Female

High school student athletes, take this advice—know the difference between BEOG and an athletic performance grant. Visit the college of your choice. Interview the coach. Find out how many minority athletes are presently enrolled in the university and how many have graduated. Talk with those minority athletes on campus. Write AIAW for a rules of recruitment booklet. Make sure the university offers your career choice. Study, study, study. It is very important to be prepared for the academic demands of college. See your counselor in your freshman year in high school and ask her/him to help you chart a sound course of study. To coaches of schoolgirl athletes—you will influence the lives of many black female athletes. Use the sport to their advantage. Create rules. Insist that they go to class, that they study, that they assume responsibility for their actions. Do not lower your expectations for the minority athlete, be it in academics or athletics. If their high school coaches had not encouraged academic achievement, many professional people would never have earned a college degree. Demand excellence. First generation college bound student athletes usually depend heavily on the coach for advice in selecting a college. Coach, advise students wisely. Talk with them; send them where they are most likely to survive academically and socially. Assist them in filling out college forms and meeting deadlines. Encourage them to

visit the school of their choice; for some, their academic future rests in your hands.

Sport Careers and the Black Female

Will there be more black females in sport-related fields? With the projected increase of sports participants and evident affirmative action guidelines, it would seem natural that one would predict an increase in the numbers of black females in sport-related fields such as administration, coaching, commentating, officiating, and sports information. However, on the contrary we feel that there will be great barriers to increasing the numbers of black females in high authority sport occupations. Racism and sexism continue to influence hiring practices. The black male has dominated the sports of basketball and football, but how many black head coaches, athletic directors, sports promoters and commentators have been seen in the past twenty years? As coaching female athletes becomes more lucrative financially and socially, the white male, the white female, and the black male will compete with the black female for the job. Lack of sufficient experience will be the cited reason for not hiring black females. Those black females hired will be super-qualified. The current trend (which will continue over the next decade without significant affirmative action efforts) is a decrease in the numbers of female athletic directors. Mergers of departments will force reorganization and in many cases create male leadership. Females who were athletic directors will be replaced by men or white women.

Sport in the Year 2000 and the Black Female

The few black pioneers who make it as coaches, commentators, or athletic directors will become important role models for others. It is important that black women continue to apply for sport-related jobs. After applying for several jobs and being rejected time and time again, it is only natural to lose some self-confidence and to adopt a negative attitude. However, do not put all the blame on yourself. Start looking at the employment system and the process. Ask yourself questions like these: Was I given an opportunity to interview? Was I treated fairly in the interview? Did they ask appropriate questions? Was the person who got the job more qualified than I? Were proper affirmative action procedures followed? If you answer "no" to any of these questions, there might be reason for further investigation. Documentation of events and facts is very important. Write down all the intricate facts that pertain to the situation. Do not depend on your memory. If you feel that you have enough facts to prove discrimination did exist, consult a good lawyer. It takes real courage to bring legal action against an employer, but sometimes it is the only way justice can be obtained. Unfortunately it is not always a pleasant situation for the person who initiates the suit. Just as Rosa Parks' courageous efforts made a difference to society, so can yours.

It will also be necessary for black women to create jobs in the black communities so that they can get the experience necessary to compete in the national market. Sometimes young black women are prevented from getting jobs because they do not have enough experience. But how does one get experience if one is not hired? Sports camps and clinics have traditionally been excellent training grounds for aspiring young coaches, officials, and clinicians. Oftentimes it is very difficult for the young black woman to find work at well-established camps and clinics. Why not establish your own camps and clinics in and for the black community? You and others could then gain coaching, officiating, and administrative experience. Volunteer to be an intern in established programs in community Y's, recreation centers, or schools. Give of yourself and learn from others. These types of experiences will help strengthen the experience section of your resume.

It is also important that those few who are hired not be selfish and influence the hiring of other qualified black women when the opportunity arises. Sometimes things happen on the job which plainly demonstrate that your employer is not seriously upholding affirmative action procedures. Report this to the proper source. In situations where you have the opportunity to publicly support affirmative action, take advantage of it with a firm stand. Support and recommend other qualified minorities when it is possible.

In the next decade sport will become more acceptable and positive among black women. The need to stay physically fit will be an important goal of more black females. Thus we can envision black women cycling, jogging, swimming, and skating without inhibitions. They too will encourage their young daughters to pursue sport. Competitive sports will be accepted as an excellent training vehicle for young women who intend to become executives, salespersons, or professionals. Drive, determination, and mental toughness are some of the many qualities that can be learned through sport and transferred to other fields. Just as black male athletes have become top professionals in many fields, so too will black females.

In spite of racism, sexism, and inadequate financial support, we will still find those black women who will succeed and break barriers in sport. Why? Because of their internal fortitude, desire, and courage to withstand the obstacles placed before them. The real future of the black woman in sport rests in the strength of the young black girl. Will she be able to endure the struggle? Will the struggle be worthwhile? There will be some willing to fight and to sacrifice for a goal or a dream. In the next 20 years those who attempt to achieve excellence in sport will have the support and the knowledge of those who have endured and succeeded.

We say to the young black girl, believe in yourself. Dare to be great. You can if you think you can. Be proud of being black, be proud of being a woman, be proud of being an athlete. Draw strength from reading about the struggles of past successful black women in sport.

Will your name be added to this list of outstanding black females in sport?

We think it will. You can if you believe you can.

National Association for Girls & Women in Sport

NAGWS SPORTS GUIDES

Contain rules, officiating materials, and articles of interest to players and teachers. Each book corresponds with professional expectations and program requirements. NAGWS guides are published annually or biennially depending on how frequently the rules change. Below is a list of the guides and publishing schedule.

Annual Publications	Publishing date
Synchronized Swimming Guide	Jan.
Soccer Guide and Rules Reprint	Apr.
Volleyball Guide and Rules Reprint	June
Basketball Guide and Rules Reprint	July
Competitive Swimming & Diving Guide	Aug.
Track & Field Guide	Nov.

Biennially—Even Years	Publishing date
Soccer Tips & Techniques	Apr.
Tennis Guide—Articles	May
Badminton—Squash—Racquetball Guide—Articles	May
Gymnastics Guide—Articles	May
Archery—Fencing Guide—Articles	May
Flag Football—Speedball Guide—Articles	June
Skiing Rules	Sept.
Lacrosse Guide—Articles	Jan.

Biennially—Odd Years	Publishing date
Bowling—Golf Guide—Articles	Jan.
Track & Field Tips & Techniques Articles Only	Jan.
Softball Guide & Rules Reprint—Articles	Jan.
Team Handball—Orienteering Guide—Articles	Apr.
Basketball—Volleyball Tips & Techniques—Articles Only	July
Aquatics Tips & Techniques	Aug.

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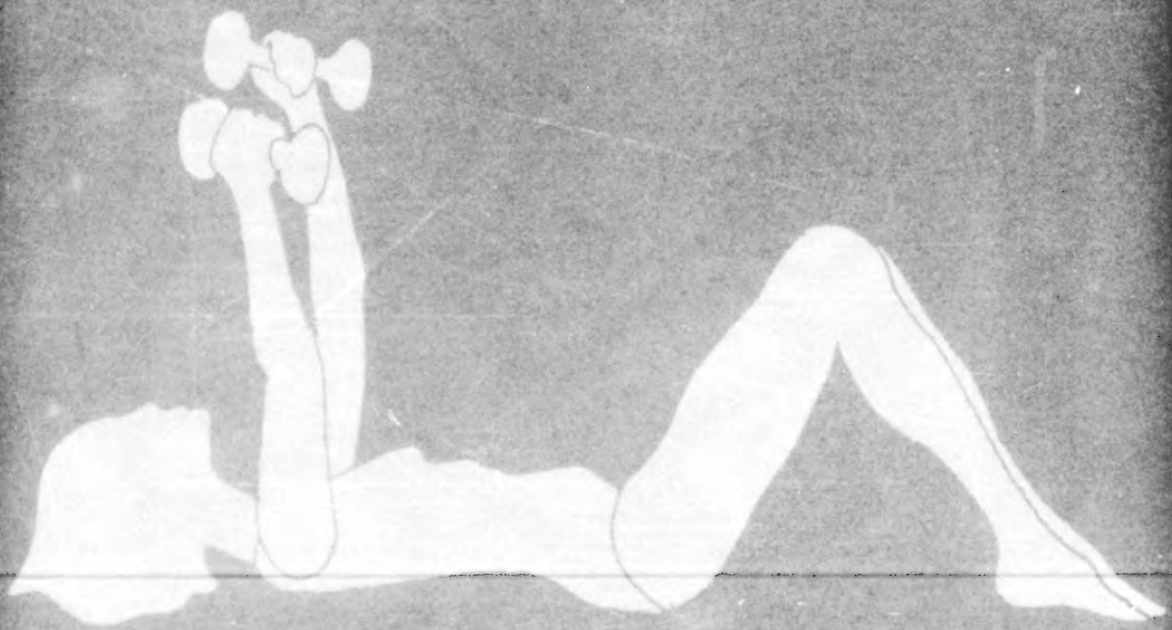
Bibliography of Research Involving Female Subjects

A compilation of theses and dissertations that are written by women or contain women as the subject of investigation. The theses and dissertations are divided into the following categories: motor learning; sport psychology; physiological aspects of motor performance; sport studies; physical education for the handicapped; health; teaching methods, curriculum, administration; and recreation-leisure.



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Other Publications Available from NAGWS

TITLE IX: Sex-Integrated Programs that work

This manual includes reprints on successful sex-integrated programs from issues of the Alliance newspaper, AAHPERD UPDATE, together with back-up materials prepared by school systems and individuals describing how they went about preparing for complying with the Title IX regulations. Valuable parts of this manual are the appendices that will assist many people to make a start or continue their efforts to integrate their physical education programs. Designed to assist both administrators and teachers.

Complying with Title IX in Physical Education and Sports

Designed to assist schools and colleges in complying with Title IX regulations. A valuable tool for implementing this law into their program or as one works with administrators in resolving the administrative problems and initiating the necessary changes to bring your programs in full compliance with the law. Provides information on what must be done to be in compliance with Title IX and includes self-evaluation checklists. The Title IX law is to provide equal sport and physical education opportunities for all students. Deals with physical education, grades K-16; interscholastic and intramural sports 5-12; college intramurals; and some of the problem areas general to all levels of education.

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